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ABSTRACT

The bulletin consists primarily of project reports reflecting California's public school guidance programs. The content is divided into four separate sections: (1) adult, (2) elementary, (3) junior college, (4) secondary. 389 projects were conducted by the school districts and offices of county superintendents of schools during 1968-1969. Each report includes the following information: name and address of the school district, enrollment as of March 31, 1969, grades maintained, number of schools conducting projects and an account of the purpose, activities, results and evaluation of the reported project. Also included are two indexes: (1) identification of major emphasis of the projects, (2) grouping of similar projects by page numbers. (Author/MC)

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Title V-A in Action

Narrative Reports of Projects Conducted in California Schools, 1968-69 , Under Title V-A of the National Defense Education Act

Compiled by

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FOREWORD

Title V-A of the National Defense Education Act provides federal funds for improving public school programs of guidance and counseling at the elementary, high school, and junior college levels "...to advise students of courses of study best suited to their ability, aptitudes, and skills; to advise students in their decisions as to the type of educational program they should pursue, the vocation they should train for and enter, and the job opportunities in the various fields; to encourage students with outstanding aptitudes and ability to complete their secondary school education, take the necessary courses for admission to higher education, and to enter such institutions."

Under the provisions of California's NDEA State Plan to improve guidance services, 389 projects were carried out by school districts and offices of county superintendents of schools during the 1968-69 fiscal year. Of these, 184 were elementary school, 155 were high school, 24 were adult school, and 26 were junior college projects.

This tenth annual publication is a report of the activities of the California NDEA, Title V-A, projects. These pages contain testimony of the pursuit of ever increasing excellence in California's public school guidance programs, which are essential to ensure that each young person shall have the opportunity to develop his aptitudes to the fullest.

Max Rafferty

Superintendent of Public Instruction

PREFACE

This bulletin consists primarily of the narrative reports of approved NDEA, Title V-A, projects submitted to the Bureau of Pupil Personnel Services at the close of the 1968-69 fiscal year by school districts and offices of county superintendents of schools. Elementary, high school, adult school, and junior college projects are found in separate sections. These sections are designated in the Contents and on the reports.

The reports are each one page in length and include the following information: name and address of the district or office of the county superintendent of schools; enrollment as of March 31, 1969; grades maintained; number of schools conducting projects; and a narrative account of the purpose, activities, results, and evaluation of the reported project. The reports appear in alphabetical order under their respective sections by name of school district or office of the county superintendent of schools. In a few instances, more than one project is reported by a single district or county office. All reports have been duplicated as submitted, except for a few editorial changes. Consequently, the reports vary considerably in the degree of completeness with which the activities have been described.

Two indexes follow the narrative reports. The first identifies the major emphases of the projects, and the second summarizes project activities by indicating the page numbers of reports of projects involving similar kinds of services.

Inquiries for further information about any project should be addressed to the district or office of the county superintendent of schools involved. Inquiries for information concerning the Title V-A program in general or the procedure to be followed in applying for funds should be addressed to the Bureau of Pupil Personnel Services, California State Department of Education, 721 Capitol Mall, Sacramento, California.

EUGENE GONZALES
Associate Superintendent of
Public Instruction; and
Chief, Division of Instruction

WILLIAM H. McCREARY
Chief, Bureau of
Pupil Personnel Services

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Projects on Adult Level

Name of district or county office: **ABC UNIFIED SCHOOL DISTRICT**
Address: **17923 South Pioneer Blvd., Artesia, California 90701**
Adult school enrollment as of March 31, 1969. **839**
Classification of adult school: Sec. X Jr.Coll. _____ No. of Adult Schools: **1**

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Adult

PURPOSE:

To provide the opportunity for all adults to benefit from a counseling and guidance program that offers individualized services for the adult students who have varied socioeconomic, educational, and cultural backgrounds. To help each adult with an educational program that contributes substantially to his personal betterment in society. To teach each adult to understand the responsibilities of good citizenship. To encourage students to make use of the educational and guidance facilities through conferences with the adult school counselor.

ACTIVITIES:

Information was provided regarding the requirements for elementary and high school diplomas. Individual transcripts were reviewed with the students. Strengths and weaknesses were analyzed and the results discussed and presented (in written form) to the student. Vocational aptitude, intelligence, achievement, and occupational interest tests were administered and discussed. Survey withdrawal forms were used to determine why students dropped out of school earlier in their lives. Employers were polled to determine the relative value of our course offerings. In situations where on-the-job training was provided, communication with the employer was maintained and the student was appraised of his strengths and weaknesses. Vocational materials were made available and discussed frequently with individual students. The creation of forms and production of standard conference material was done by the office staff.

RESULTS:

839 students were counseled, programmed, and evaluated between September 1968 and March 31, 1969. Home calls, attendance letters, and phone calls were made on absentees. This enabled the counselor to make a closer contact with the counselees and to gain a better insight into the students' environment and problems. The tests that were given to the students enabled the counselor to help guide the counselees toward a field in which they could be successful.

EVALUATION:

Individuals were very grateful for the time spent with them in counseling, testing, discussion, and evaluation. It was very apparent that time spent with individuals (and small groups) in these endeavors bolsters their self-confidence, increases their desire for an education and puts them more in harmony with the school and the entire educational effort. It is "for sure" that we must do more individualized counseling in order to do a better "job" in the area of Adult Education. Many adult students, besides needing advice on vocational areas, programs, study habits, etc., need encouragement and a feeling of belonging to the school. Many adult students expressed thanks for the friendly approach of teachers and counselors in the ABC Adult School. More community contact could result in greater adult school enrollment and also participation in vocational training programs by business and industry.

Name of district or county office: Chico Unified School District
Address: 1163 East Seventh Street, Chico, California 95926
Adult school enrollment as of March 31, 1969. 211
Classification of adult school: Sec. X Jr.Coll. _____ No. of Adult Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Adult

PURPOSE: To provide the counselees with insight as to their strengths and weaknesses in order to: (1) Assist them in the selection of courses needed to complete the requirements for a high school diploma, (2) Orient them to what further education is available to them, (3) Assist them in analyzing their interest and abilities in regard to their anticipated goal, (4) Help them plan a program for additional education beyond high school, (5) Acquaint day school students with the Adult School subject offerings that they may take in addition to their day school courses and make up their deficiencies in order to meet graduation requirements of the day school, (6) Help them toward solution of some of their personal problems which are of such a nature that an adult school counselor can be of professional assistance.

ACTIVITY: Each counselee was afforded a personal interview at least twice each semester. Interviews were approximately half-hour in duration. Interviews were devoted to the following topics: (1) Evaluation of their past performance, (2) Recommendation as to courses to take per semester, (3) What their anticipated goal was, (4) How realistic this goal was in regard to achieving it, (5) Planning for the following semester's work, (6) How additional work beyond high school would assist them on their present job or provide them with opportunities toward a new career, (7) If graduating from high school, assisting them in selection of a college and possible majors, if they plan to attend a Jr. College, State College or University. (8) Over 113 G.E.D. tests were administered. Results were interpreted to counselees in regards to their areas of strengths and weaknesses in academic fields. (9) Sixty-three potential day school drop-out students were assisted by being counseled to take additional courses in Adult School to complete credits needed to satisfy the day school graduation requirements.

RESULTS: Over 612 interviews were conducted; 93 counselees completed their high school education; three were counseled toward a state college in the Fall of 1969; 23 graduates were given assistance and counseling toward Jr. College level for the Fall, 1969 semester; non-graduating counselees (approximately 140) were assisted with personal problems that dealt mainly with family, school, and job situations. Several day school students continued their education through being counseled to enroll in and complete courses in Chico Adult School program.

EVALUATION: The project was successful in that each counselee was provided with ample opportunity to consult with the counselor in regard to the above mentioned activities. Rapport with counselees was excellent. Considerable attention was devoted to helping the counselees understand their strengths and weaknesses, to assist them in realizing that education is continuous and that there were opportunities available for them to improve their lot within the limits of their capabilities. Counselees indicated appreciation for the service rendered through the counseling program for the assistance given to them with their educational, vocational and personal problems.

Name of district or county office: Corona Unified School District
Address: 300 Buena Vista, Corona, California 91720
Adult school enrollment as of March 31, 1969. 1142
Classification of adult school: Sec. X Jr.Coll. ____ No. of Adult Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Adult

PURPOSE:

Five thousand adults residing within the Corona Unified School District boundaries are in need of adult basic education. Those in need are distributed throughout our school district. The grade level range of these adults is 0 to 8th grade, with a median grade level of 3rd grade. The purpose of the program is to provide classes for those who do not speak English, and classes which cover basic subjects from grades one through eight.

ACTIVITIES:

The counselor worked at advertising the Corona Evening High School program through two four-page bulletins. One was written in Spanish and in English. 500 were distributed in local agricultural camps. They were made available to several churches with Spanish-speaking congregations. These folders were in general inspirational to encourage the recipients to attend night school. The other folder detailed specific classes, hours, and teachers plus requirements for graduation. Over 18,000 of these were mailed to all the postal addresses in the Corona Unified School District. Both folders were distributed and discussed at meetings with The League of United Latin American Citizens, Mexican-American Youth Organizations, the Community Action Group (50% or more poor people), plus family and neighbor groups.

RESULTS:

The 216 Basic Education students or applicants were counseled at regular hours. Many queries came by telephone but most were face-to-face counseling interviews. The applicants had their educational achievements evaluated, plus their work experience and their military records recorded. A careful diagnosis was made of their usage of the English language during this interview in order that their placement to a specific grade level would be the one most beneficial to them. Some 14,200 have enrolled in night classes with 594 working toward diplomas, the rest taking vocational or Basic Education classes. Each student has been given a folder with a permanent record card. The counselor reviews and evaluates these folders on a regular basis. Form letters of encouragement and of information concerning needed courses are mailed periodically to the 100-200 students in this program.

EVALUATION:

Special attention is given to students approaching the requirements needed for a diploma. Their attendance and progress are checked and encouragement is offered. This year 77 will be receiving their 1969 High School Diplomas and 12 their Elementary School Certificates. Preliminary investigations and meetings will lead to Basic Education and Vocational classes being established at two low-income worker sites.

Name of district or county office: **Dinuba Joint Union High School**
Address: **P. O. Box 125, Dinuba, California 93618**
Adult school enrollment as of March 31, 1969. **105**
Classification of adult school: Sec. **X** Jr.Coll. ____ No. of Adult Schools: **1**

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Adult

PURPOSE:

The purposes of the Dinuba Adult School Guidance project were to provide the Adult Drop-out who now finds a need for a high school diploma an opportunity to complete his secondary education; to provide evening counseling services for adults who are completing their secondary education and to inform young adults in the eighteen to thirty-two age bracket of the adult graduation program.

ACTIVITIES:

Non-graduate permanent records from 1948 (the date of the first entry to Dinuba High School) to 1967 were screened for possible graduation candidates. Non-graduates who had completed at least the requirements of the ninth and tenth grades and who had not withdrawn to enter another school were sent form letters outlining Dinuba Adult School graduation requirements and programs. Listed were the subjects which they needed to complete in order to graduate. A counselor-consultant and a part-time clerk were used for this purpose. Three hundred and twenty three letters were mailed. Two hundred and ninety six letters were returned by the post office marked address unknown, no such address, or undeliverable. Counseling services were provided through the school year from September until June from 7:00 p.m. to 10:00 p.m. Monday and Thursday of each week.

RESULTS:

During registration for the fall term, all registrants for the Diploma Program were asked to indicate on the initial interview sheet how they had learned of the Dinuba Adult School graduation program. Seventy eight new records were activated. Eighteen registrants indicated they learned of the program by letter. Many who registered had been informed of the program by those who received letters and were from other nearby communities. Some were husbands or wives of recipients of letters. Approximately one-half of those registered came in as a result of the letter.

EVALUATION:

Sixty two high school diplomas were granted this past school year. High school diplomas were awarded to students who had been out of school for as little as one year to one instance of a student returning after thirty one years. Counseling services are more important (and more difficult) to adult students than to secondary school students. Without the counseling services the Adult School graduation program is made unnecessarily difficult for adult students. This program, having been initiated in the Dinuba Adult School, will be expanded in future years.

Name of district or county office: El Monte Union High School District
Address: 3537 Eastmont Avenue, El Monte, California 91731
Adult school enrollment as of March 31, 1969. 15,722
Classification of adult school: Sec. x Jr.Coll. ____ No. of Adult Schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Adult

PURPOSE:

1. To expand the counseling and guidance program at Rosemead and Arroyo Adult High Schools.
2. Develop liaison program between the Mexican-American community and the adult schools.
3. To develop a counseling program for individuals in consumer economics.
4. To expand the career and vocational services of the adult schools.

ACTIVITIES:

1. A program for individuals was activated in consumer economics.
2. The adult school career and vocational services were expanded.
3. An improved liaison program between the Mexican-American community and the adult schools was offered.

RESULTS:

1. More Mexican-American students have enrolled in our adult school.
2. More services have been offered by our counseling and guidance department.
3. A better understanding by our Mexican-American students resulted from our consumer economics program.

EVALUATION:

A better understanding of the educational services offered by our adult school has developed from our increased services to our Mexican-American students.

The addition of more counseling services to our program has resulted in more students being offered individual conferences, more vocational information and a better balanced educational program.

Name of district or county office: Eureka City High School District
Address: 3200 Walford Avenue, Eureka, California 95501
Adult school enrollment as of March 31, 1969. 611
Classification of adult school: Sec. X Jr.Coll. ____ No. of Adult Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Adult

PURPOSE: To continue to provide counseling services to students who have dropped from high school before graduation. To plan revisions in current curriculum offerings with the needs of the "dropout" in mind. To continue to develop a testing program for placement purposes. To establish an up-to-date record on all graduates. To establish communication with continuation high school students who would like to continue in school through the adult education program.

ACTIVITIES: The project enabled the district to continue to provide counseling services to all adults in the diploma program. Tests were used on a more extensive basis to determine educational level. Transcripts were acquired and evaluated to determine the present status of the student.

RESULTS: A counselor has been working with all students in the diploma program. Transcripts were sent for and students were registered in classes according to their present status. Testing has been utilized to determine educational level for the purpose of better placement.

EVALUATION: The fact that so many of this year's graduates anticipate continuing their education speaks well of the guidance and counseling services. The curriculum has been flexible enough to accommodate all credit students. Adjustments in curriculum offerings have been made and diploma requirements established as a result of closer coordination among Senior High, Continuation and Adult Schools. Up-to-date records are maintained on all diploma students.

Name of district or county office: Fairfield-Suisun Unified School District
Address: 1025 Delaware Street, Fairfield, California 94533
Adult school enrollment as of March 31, 1969. 1,700
Classification of adult school: Sec. X Jr.Coll. ____ No. of Adult Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Adult

PURPOSE:

The overall purpose of this project was to provide a comprehensive counseling service to meet the needs of adult students. Specifically, the purpose of the project was to assist adult students in earning their high school diplomas and acquiring various domestic skills. The project also attempted to advise students as to their career interests and objectives as evidenced by their performance on vocational interest tests and aptitude tests.

ACTIVITIES:

A full-time counselor was employed to meet with students during the day or at night at their convenience. Topics covered in these discussions ranged from vocational counseling to personal problems.

When not counseling students, the counselor was engaged in the following: (1) advising the Adult School student government, (2) contacting high school drop-outs to interest them in returning to school, (3) testing students with such instruments as the Otis-Lennon I.Q. test, Kuder Interest Inventory, Strong Interest Inventory, and the General Educational Development tests, (4) evaluate transcripts, (5) help maintain the library of vocational literature, (6) counsel students planning to attend a college, junior college, or trade school, (7) help compile student newsletters, (8) act as counselor for the four federal education projects operating during the day in the adult school program, and (9) improve communication between local mental health agencies and the school system, as well as aiding adults who need special therapy to contact the proper agency.

RESULTS:

During the period covered by this report, 1968-69, the Adult School went through some difficulties resulting from a change in offices, a change in phone numbers, and some difficulty with publicity. In spite of this, student enrollment was maintained at 1,700 students. Over 100 students graduated with high school diplomas.

EVALUATION:

Generally speaking, the goals of the project were achieved with particular success in counseling students "in depth" on problems which went beyond the usual advising functions previously performed by the counselor. The counselor's background in activities of a more therapeutic nature made it possible for the Adult School to offer a service for problems which would have probably not come to the attention of any other professional individual in the community.

Name of district or county office: HANFORD JOINT UNION HIGH SCHOOL
Address: 120 East Grangeville Blvd., Hanford, California 93230
Adult school enrollment as of March 31, 1969.
Classification of adult school: Sec. X Jr.Coll. ____ No. of Adult Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Adult

PURPOSE:

1) To encourage the Hanford High School dropout to complete his education by enrolling in the adult school.
2) To encourage the dropout to seek job promotion and new job opportunities through increased education.
3) To provide follow-up information on the dropout for the last ten years.

ACTIVITIES:

The project counselor and clerical staff located the dropouts by searching the school files. A letter was composed and mailed to each dropout. The letter listed the subjects needed to graduate through the adult program, encouraged them to return for their diploma and introduced them to the adult counselor. A stamped return postcard was enclosed to provide follow-up information. The counselor and the project director enrolled those dropouts who responded to the letter. Files and records were established in the adult school office for returning students.

RESULTS:

A total of 710 original letters and questionnaires were mailed out. There were 627 returned undelivered because of a change of address. Of the 83 survey forms that were delivered, 47 were completed and returned to the school. Of the 47 people, 25 former dropouts enrolled for the second semester of adult school. Four of these students willgraduate this spring. Preliminary interviews indicate that 10 more of the 47 will enroll next fall.

EVALUATION:

Over 50% of the delivered surveys were completed and returned to the adult school. 25% of those who returned completed surveys enrolled in adult school for the second semester. Also, two people who did not return completed surveys enrolled for second semester.

Significant items of note in the returned surveys:

1. Average high school grade at dropout - 10.
2. Percent of those reporting now working - 50%.
3. Percent of those reporting now married - 60%.
4. Dropout students have a difficult time finding employment.
5. Dropout students may find work but it is difficult to better themselves on the job without a high school diploma.
6. Many students do not see the value of classes in math or English until after they are out of school.
7. All but a very few of the dropouts felt their decision to drop out was a wise choice.

Name of district or county office: **JEFFERSON UNION HIGH SCHOOL DISTRICT**
Address: **375 South Mayfair Avenue, Daly City, California 94015**
Adult school enrollment as of March 31, 1969. 1827
Classification of adult school: Sec.____Jr.Coll.____No. of Adult Schools: 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Adult

PURPOSE: (1) Extend Vocational Guidance Program; (2) Recruit additional Diploma candidates; (3) Develop a Counselors' Handbook; (4) Increase amount of counselor time as opposed to clerical involvement.

ACTIVITIES: (1) The Vocational Guidance Program was extended to include a Vocational Testing Service with a corresponding counselor interview that followed for each enrollee; local agencies; i.e., Welfare, Employment, Municipal, were contacted and encouraged to refer clients. (2) Counseling interviews were held several times during the year (at least 5) to encourage and prepare English as a Second Language students and Basic Education students to continue through the high school program; in addition 8 students have been referred and are presently enrolled from the "WIN" Program of the Employment Dept.; (3) Materials have been compiled to develop a Counselors' Handbook; with the restructuring of the total Adult Program from semester to quarter basis, course revisions and unit credit values will be determined for inclusion in the Handbook; (4) One additional clerk has been added to relieve counselors of the mechanical details of the counseling function, allowing broader scope for counselors to work with counselees.

RESULTS: (1) Approximately 250 "flyers" as well as standard brochures were forwarded to Welfare, Employment, and Municipal agencies announcing the Vocational Testing Services. The response in general was minimal; however, all agencies requested a continuance of the services; (2) Inservice exploration of moving English as a Second Language and Basic Education enrollees into the Diploma Program was held with teachers (3 meetings) and individual interviews with students were completed with a corresponding increase in Diploma course registration; (3) Several adult programs in the Peninsula area were contacted for examples of Counselors' Handbooks, but with the recent restructuring of the District Adult Program to a quarter system, the handbook is developed only to the outline stages; (4) The counselor-student interviews increased with the addition of a counseling clerk provided by the District; each potential graduate was interviewed at least twice during each quarter, plus individual conferences with Vocational Testing Services' students and G.E.D. applicants, for a total in excess of 225 interviews; numerous other students were counselled as to diploma requirements and programs to be followed; over 300 pieces of correspondence were sent to Diploma candidates and other interested sources to complete necessary evaluations of credits and development of programs.

EVALUATION: (1) With the development of the counseling services, an increased number of inquiries by phone and across the counter has become possible with a corresponding increase in number of Diploma candidates enrolled; (2) A closer liaison between the adult program and the day schools of this District has been achieved with an Adult School voice on the District Guidance Council on any questions affecting local students in the Adult Program; with the Adult time available to Adult Counselors, community agencies have been introduced into the Adult Program culminating in an Adult School Forum in cooperation with the day schools and local community agencies on "Drug Abuse"; an expansion of this kind of program is contemplated for the next year; (3) In general, the Adult Program has expanded and is operating more efficiently because of the ever-extending counseling services now available.

Name of district or county office: Lodi Unified School District
Address: 815 West Lockeford Street, Lodi, California 95240
Adult school enrollment as of March 31, 1969. 691
Classification of adult school: Sec. X Jr.Coll. ____ No. of Adult Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Adult

PURPOSE: The objectives of the project were:

1. To provide educational counseling for adult students through careful consideration of educational background, experience, interests and abilities.
2. To develop a more comprehensive testing program in the areas of achievement, aptitude and occupational interest.
3. To provide the adult student with information regarding job opportunities, job requirements, job training and assist him in planning a realistic vocational goal for himself.
4. To provide for a systematic follow-up procedure for adult school drop-outs.

ACTIVITIES:

1. Counselors were available to adult students for four hours per week for educational, vocational and personal counseling.
2. A more comprehensive testing program was developed; new tests introduced were the Tests of Adult Basic Education to determine current educational level, the Minnesota Vocational Interest Inventory to determine interest in semi-skilled occupations, and the Raven's Progressive Matrices Index to determine ability level of non-English-speaking adult students.
3. Counseling was extended to potential drop-outs from the high school and frequently young adults of 19 and 20 years who had lost interest in the day school would continue their education in the evenings at the adult school.
4. A follow-up double postal card was sent to all adult school drop-outs as well as to all individuals who had inquired about adult education but had not enrolled.

RESULTS:

1. Two part-time counselors held 426 counseling sessions throughout the year.
2. The testing program was expanded and as a result employment goals were more appropriately related to abilities and interests.
3. Non-English speaking students were encouraged to enroll in the Basic Education Program.
4. The counseling project was well articulated with the counseling program of the high school.
5. A greater effort was made to cooperate with other community agencies such as the California State Department of Employment and Department of Public Assistance.

EVALUATION:

Success of the program was evidenced by the fact that 84% of the 426 counselees were enrolled in courses leading to the diploma or employment. Counselors now are contacting the remaining 16% who did not follow through on their plans.

Name of district or county office: Manteca Unified School District
Address: 18900 So. Spreckels Road Manteca, California
Adult school enrollment as of March 31, 1969. 150
Classification of adult school: Sec. 1 Jr.Coll. ____ No. of Adult Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Adult

PURPOSE:

The purpose of the adult education project is to provide a counseling program for adult students. The primary purpose for this program is to assist and encourage the students in completing the requirements for a high school diploma.

ACTIVITIES:

The counselor reviewed each student transcript and a program was outlined to meet the requirements for the diploma. The General Educational Development test was also administered to selected students.

RESULTS:

Twenty-five students will receive high school diplomas this year. Significant gains toward meeting diploma requirements were registered by other students who had declared their intent to complete their diploma requirements.

EVALUATION:

No provision for evaluation was written into the project. However, the contacts made by the counselor with the students indicate interest and enthusiasm with the program.

Name of district or county office: North Orange County Junior College District
Address: 1000 North Lemon Street, Fullerton, California 92634
Adult school enrollment as of March 31, 1969. 7701
Classification of adult school: Sec.______ Jr.Coll.__x__ No. of Adult Schools: 8

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Adult

PURPOSE: The purposes of this project are twofold:

(a) A major goal is to mount a communications and counseling program designe to reach all adults within the District who lack an elementary education or a high school diploma or need instruction in English as a second language. Through a widespread communications program and through testing, these adults would be counseled by a professional staff that could identify with various cultural groups.

(b) The second major phase of the project would have program improvement as its goal. Many adults enter classes in elementary or high school subjects or English as a second language and subsequently drop out. We need to know why. On the assumption that elements inherent within the program may be responsible, it is proposed that a follow-up be initiated with these adult "drop-outs" to determine if program modification or different counseling methods would enhance the holding power and to identify factors that are beyond program reorganization.

ACTIVITIES: (1) Through printed materials and community resources it is proposed to initiate a broad communicative effort that is directed toward adults who could profit by instruction in elementary and high school subjects and English as a second language and to provide concomitant testing and counseling services.

(2) By identification of those who have left adult classes in elementary, high school and/or English for the non-English speaking classes, it is proposed to engage in a "drop-out" study conducted by personal interviews to determine if the reasons for dropping out are intrinsic to the program or otherwise.

RESULTS: (1) The number of students in elementary and English as a second language classes remained quite similar to the enrollments of the previous year: 820 in 1967/68, 818 in 1968/69. (2) The number of students in the high school diploma program increased considerably--a 395 increase. (3) The most frequent reasons given for dropping from a class: a. Industry/school schedule conflicts--change of job or hours. b. Personal illness or home/school schedule conflicts. c. Moving from the area. d. Unspecified personal problems. (4) There were few if any negative reports about the adult program. This was given further confirmation by results of a survey obtained from this year's graduates.

EVALUATION: The significant increase in the number of high school diploma students was most encouraging; the lack of increase in the basic education classes is cause for re-evaluation of the communicative processes being used to contact the Mexican-American areas in the district.

It had been anticipated that results from the drop-out follow-up would provide positive indications of needed program changes. This did not develop; on the contrary the results indicated that circumstances beyond the district's control effected continuation in school.

Name of district or county office: Petaluma High School District
Address: 11 Fifth Street, Petaluma, California 94952
Adult school enrollment as of March 31, 1969. 450
Classification of adult school: Sec. X Jr.Coll._____ No. of Adult Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Adult

PURPOSE: To help individual students with their educational, vocational and personal problems.

ACTIVITIES: Interviewed new students and assisted in classification and placement of these students.

Reviewed students' previous school records and evaluated transcripts.

Notified students of their academic progress.

Kept track of students' standing in relation to credits for graduation and informed the student of any deficiencies.

Investigated unexplained absences, especially from a single class.

Consulted with teachers concerning the problems of individuals in their classes.

Held conferences with students on an individual basis to help them work out solutions to various types of personal, social, educational and vocational problems, and provided vocational information, or information where students could obtain additional help.

RESULTS: The objectives as set forth in the original application were achieved, as follows:

1. Students were advised regarding course of study required for the high school diploma program.
2. Individual counseling was conducted as far as need and time permitted.
3. Students were advised in many instances of their potentials and their abilities in the form of building their egos to an extent where they could be better prepared to go into their individual academic program.

EVALUATION: We can give no concrete evidence as to the effectiveness of the counseling program; but from remarks made by the individual students praising the amount of work done in the counseling program, it would lead us to believe that in the students' mind the results were very effective and did meet most of the purposes mentioned above.

Name of district or county office: Placer Joint Union High School District
Address: 275 Orange Street, Auburn, California 95603
Adult school enrollment as of March 31, 1969. 482
Classification of adult school: Sec. X Jr.Coll. ____ No. of Adult Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Adult

PURPOSE: First Semester - Fall 1968
To expand the adult school counseling service by making available personal, individual, and group counseling.
ACTIVITY: The psychology class for adults was established. Group counseling was offered to class members as an associated activity. Twenty class members voluntarily enrolled in the two counseling groups which met weekly throughout the fall semester. The availability of individual counseling was made known to the class.
RESULTS: One person participated in five sessions of individual counseling. One couple concerned with family management met the counselor for two sessions. Throughout the semester there was a declining enrollment in both the psychology class and group counseling activities with at least half of the members being irregular in attendance. The two counseling groups were combined and seven retained their membership until the close of the semester.
EVALUATION: The group experience was valuable in defining the problem of providing multiple counseling for the persons served by the adult school of this district. While there were moments of apparent value developed from the group process, it was generally not possible to consistently achieve the involvement and interpersonal trust necessary for a maximum realization of benefit. The adults were generally guarded, were perhaps threatened by the (unusual nature) of the leader role. Shifting patterns of attendance and declining enrollment contributed to a less than satisfactory level of achievement.

Second Semester - Spring 1969
PURPOSE: To provide educational, vocational, and personal counseling to enrollees in the Placer School for Adults on a basis similar to the services provided by the counselors in the regular day school.
ACTIVITY: Between January 30, 1969 and May 29, 1969, the following counseling activities took place: Twenty-two individual conferences provided educational information, the evaluation of transcripts, the recommendation of courses to meet or complete requirements for graduation, and other sessions related to routine educational matters. Four personal and family counseling sessions, one of which was referred to a professional family counselor and another which was referred to a local pastor for pre-marital counseling. Additionally, a number of informal counseling sessions were conducted; for example, information of an educational or vocational nature was provided in answer to questions brought to me by staff members in behalf of enrollees in their classes. In addition, many of the activities of the Psychology class were indirectly related to counseling.
RESULTS: While 31 counseling sessions did occur, there was a distinct lack of repetition of business. Only a couple of counselees returned for second or third sessions.
EVALUATION: While routine educational and vocational counseling, particularly the former, accounted for most of the counseling activity, there appeared to be a great need for formal, professional family counseling. Several persons who came for educational counseling, although they were adults, came with parents, and indications of friction and strife were evident in their situations as well as in those who actually came for more personal counseling or those who were so intensely interested in parent-child and family relationships in the Psychology class. Counseling was a new experience for many of these adults.

Name of district or county office: Porterville Union High School District
Address: 589 West Vine Ave., Porterville, California
Adult school enrollment as of March 31, 1969. 500
Classification of adult school: Sec. X Jr.Coll. _____ No. of Adult Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Adult

PURPOSE:

1. To initiate an adult school guidance program.
2. To establish an improved self-image among adult students through the provision of personalized guidance services by a designated, trained and experienced guidance counselor.
3. To assist the student in making wise personal, vocational and academic choices through interpretation of test data, past academic and vocational performance, an analysis of the status and future of the job market.
4. To promote student self-sufficiency as a person, citizen and employee.

ACTIVITIES:

1. Employed two part-time professionally qualified counselors who worked with adult student testing and counseling.
2. Established testing and guidance record system.
3. Provided appropriate supportive clerical assistance for newly initiated guidance activities.

RESULTS:

1. More effective counseling for adults while permitting the Director to devote more time to other administrative responsibilities.
2. A workable guidance record system and testing capability exists where none was previously available.
3. Employment and in-service training of clerical personnel was carried out and will provide continuity in guidance record system in the future.

EVALUATION:

1. The interest and dedication of the part-time counselors was a strong contributing factor in providing a service leading to an increased number of students declaring their goal to be elementary or high school graduation as well as plans for further education in junior college.
2. The guidance record system contributed to improved efficiency evidenced by the ease with which rapid reference to student records was made throughout the year.
3. The value of the supportive clerical services was evident to counselors and to the Director and constituted both a necessity to the establishment of a guidance record system as well as a means of improved efficiency in over-all school administration.

Name of district or county office: SHASTA-TEHAMA-TRINITY JOINT JUNIOR COLLEGE
Address: Highway 299 E. at Old Oregon Trail, Redding, California 96001
Adult school enrollment as of March 31, 1969. - 3089
Classification of adult school: Sec._____ Jr.Coll. X No. of Adult Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Adult

PURPOSE: The purposes of this project were to expand and consolidate gains from the past two years, further development of our program to meet students' new and changing needs, explore additional media for contacting prospective students, and continued expansion of the counseling program. Our goals were to increase our efforts to inform all adults in our district about our numerous and varied educational programs, and to continuously upgrade, broaden, and improve our programs to meet all needs.

ACTIVITIES: During the past year, we have established a more complete file on students needs from a survey of registration records. Expanded newspaper and radio coverage of the various educational programs along with increased rapport with state and local agencies; such as, Welfare Department, Community Action Centers, Rehabilitation Centers, Department of Employment, Martin Luther King Center, Shasta Council on Aging, Veterans Organizations, and the Veterans' Service Officer have made it possible to contact many additional people. We have attended numerous meetings with these groups which has improved our contacts and given a clearer understanding of needs and problems.

RESULTS: As a result of our numerous activities in these projects we have had some increase in participation in our Adult High School Diploma program, and considerable expansion in the number of students receiving their Associate of Arts degree and completing our programs in certification. With these growths, we are finding a greater need for counseling services. We are hiring part-time counseling service to meet this need.

EVALUATION: Increased continuity of the various programs and cooperation and coordination between the numerous Federal, State, and local agencies, the seven high school districts within the Junior College District and Shasta College Evening Division (Adult School) have improved the program and increased participation. There has been a continuous increase in people seeking counseling appointments, and a steady increase in the number of adults receiving diplomas and certificates.

Name of district or county office: SIMI VALLEY UNIFIED SCHOOL DISTRICT
Address: 1725 Deodora St., Simi Calif. 93065
Adult school enrollment as of March 31, 1969. 4,700.
Classification of adult school: Sec. x Jr.Coll. ____ No. of Adult Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Adult

PURPOSE:

Because of the cut back of N.D.E.A. funds during the 1968-69 year, limited expansion resulted. We did, however, follow through as far as the limited funds allowed.

ACTIVITIES:

Counseling time was made available to adults during day and evening hours.

RESULTS:

The day time counseling time made it possible for adults who could not take advantage of evening counseling to receive counseling during the day.

EVALUATION:

The increase in time and flexibility of hours made it possible to increase the number and frequency of counseling contacts.

Name of district or county office: Stockton Unified School District
Address: 701 North Madison Street, Stockton, California 95202
Adult school enrollment as of March 31, 1969. 639
Classification of adult school: Sec. X Jr.Coll. _____ No. of Adult Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Adult

PURPOSE: In our Adult School all our students are dropouts for one reason or another. The basic purposes are (1) to encourage adults to overcome their fear of failure, fear of learning and to return to school and to stay with school long enough to overcome the doubts they have of learning; (2) to have enough time to listen to the many problems that these adults have in their lives; (3) to show them the possibility of graduation and as a result an improvement in job status or the possibility of continuing their education; (4) to give adults help with their many, many problems - personal, educational and vocational.

ACTIVITIES: Previous to help from NDEA our Adult School had one counselor. As a result we had a "shot gun" type of counseling program - in and out and never enough time to really listen to our adult students. The part-time counselor - six hours per week - financed by NDEA has been able to assist in stabilizing the counseling services to the adult students. This has allowed the counseling services to be more specific and adequate. This counselor spent most of his time counseling with adult students about plans for the future, specific classroom problems, home and job problems. He made himself available for the immediate problems of an adult student.

RESULTS: As a result of this counselor, our head counselor and NDEA counselors were able to use a wider variety of counseling techniques with our adult students.

EVALUATION: Of the 132 counseling evaluation forms filled out by adult students, 75 had one interview, 45 had 2 - 3 interviews, 3 had 4 - 6 interviews and 2 had 7+ interviews. Thirty-nine (29%) attended the adult school in 1967-68. Of the total sampling of 107 who received counseling and who answered the question, 99 indicated that they had no difficulty obtaining an appointment with a counselor. To such questions as "Were you able to get your questions answered satisfactorily?", "Could you understand the answer(s)?", "Was the answer helpful?", "Were you able to spend adequate time with the counselor?", and "Are you generally satisfied with the counseling services?" the answers indicated that satisfaction with the counseling services was extremely high (98-99%). There still was difficulty in communicating with the adult students about the role of the counselor. The area of personal problems and vocational counseling was not completely clear to the adult student. A follow-up of dropouts occurred with some success; however, a limitation on funds restricted most phases of the follow-up.

Name of district or county office: **Tracy Joint Union High School District**
Address: **315 E. 11th Street, Tracy, California 95376**
Adult school enrollment as of March 31, 1969. **250**
Classification of adult school: Sec. X Jr.Coll. ____ No. of Adult Schools: **1**

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Adult

PURPOSE: The purpose of this project was to provide qualified personnel time to do an adequate job of counseling with enrollees and potential enrollees of the secondary level adult school programs. The purpose for providing counseling was to enable the Adult School to serve not only as the presentor of educational programs but to provide additional services as well to the students and potential students.

ACTIVITIES: The Adult School Counselor during the year conducted follow-up studies of two groups connected with the Adult School Program. Follow-up studies were conducted for graduates of the programs as well as on drop-outs from the programs. In addition the counselor administered, scored and interpreted tests for the students. The counselor worked with individuals who possibly were developing a drop-out pattern as a result of poor attendance. The counselor provided information to the graduates or potential graduates as to educational opportunities at the Junior College or Technical level. The counselor served as a liaison between the adult school and the regular day school. The counselor consulted with the teachers on student problems, curriculum development and course content. Personal counseling was made available to the students. Vocational counseling was provided by the counselor during the year.

RESULTS: As a result of the various activities conducted by the counselor the enrollment in the adult programs increased and the counselor assisted in reducing the drop-out rate. Additionally the counselor was able to provide employment and personal information to the students which enabled some students to effectively handle more pressing needs. The follow-up studies produced data which was transmitted into curriculum change resulting in an increased variety of offerings for the students. An indirect result of the availability of counseling services was the dramatic increase in the number of students enrolled in on-campus Junior College classes. The purpose of the project was not to provide counseling for Junior College students but the availability of a knowledgeable counselor produced a welcomed but unexpected side benefit in this area.

EVALUATION: Funds were not available to make the position of Adult School Counselor a full time position although data would indicate that this should be a logical step to improve and maintain enrollment in adult education programs. The addition of an adult school counselor has permitted the Adult School Administrator to spend more time in program development and community relations. This released time has resulted in an upgrading of the total adult education program.

Name of district or county office: Tulare Union High School District
Address: 700 E. Kern, Tulare, California 93274
Adult school enrollment as of March 31, 1969. 870
Classification of adult school: Sec. X Jr.Coll. ____ No. of Adult Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Adult

PURPOSE:

To provide educational and vocational counseling for evening and daytime adult school students.

ACTIVITIES:

Approximately 500 hours of counseling service was provided for adult school students in both the educational and vocational areas of their programs. Most of the students served were working toward elementary or high school diplomas or some vocational goal.

RESULTS:

This project made possible a more systematic approach to counseling adult students. As a result, student records were evaluated more carefully in developing the most appropriate instructional program. Students were constantly encouraged in their efforts and student-office rapport was enhanced by an "open door policy."

EVALUATION:

Student and teacher reactions to the counseling services were solicited. The following responses are indicative of the success of the project.

1. "Students like being able to consult a counselor whenever they have a need."
2. "I would never have stayed with it if the counselor had not been there to encourage me."
3. "Calm, thoughtful talking over problems is the best way to help students-adults or young people."
4. Vocational and academic information for students looking for a job or preparing for college is essential. This was provided by the Adult School.

Name of district or county office: Ukiah Unified School District
Address: School & Henry Streets, Ukiah, California 95482
Adult school enrollment as of March 31, 1969. 155
Classification of adult school: Sec. X Jr.Coll. ____ No. of Adult Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Adult

PURPOSE:

The original purpose of the program was a general academic counseling program designed to guide adults in the most expeditious manner through high school graduation. This project was expanded to serve those needing test interpretation, those seeking elementary educations, and those undertaking vocational training or retraining.

ACTIVITIES:

The project counselor's activities included the following in high school diploma program and related adult education training:

1. Test and interpret test results of student achievement (65)
2. Counsel and place students in diploma program based on past educational experiences and test results (72)
3. Review graduation schedules detailing courses of study, note proposed timing for graduation, and review student progress toward graduation (155)
4. Develop elementary level programs for basic education students (20)
5. Work with teachers and students in English as a Second Language Program (28)
6. Discuss continuing education beyond high school graduation and provide college and college testing information on request (32)
7. Develop individual programs for business education training (75)
8. Counsel adult students in job training programs -- MDTA and other AE Programs (30)
9. Meet with handicapped adult students, teachers, and work supervisors to improve guidance programs (12)
10. Follow-up program dropouts (55)

RESULTS:

The following accomplishments were noted in the local adult school program:

1. High school diplomas granted -- 67
2. Training certificates in varied vocations (electronics, nursing, and business education)-- 135
3. Elementary certificates -- none granted, but some progress was made toward this goal
4. Program dropouts -- 55

left area	15	Personality conflicts	4
job conflicts	10	academic problems	8
family problems or marriage	12	miscellaneous causes	6

EVALUATION:

The success of this program is measured in terms of diplomas granted and level of adult dropout.

There is one adult graduate for every 4.5 high school students graduating this year, which is well above the state average.

The dropout rate is relatively low for those leaving the program for academic problems or personality conflicts. Follow-up of dropouts has resulted in frequent returns to the program.

The vocational counseling program, though limited in its depth helped to establish more profitable programs for adult students. Similar improvements were noted in programs for the handicapped.

Projects on Elementary Level

Name of district or county office: ALAMEDA CITY UNIFIED SCHOOL DISTRICT
Address: 400 Grand Street, Alameda, California 94501
Elementary school enrollment as of March 31, 1969: 8414
Elementary grades maintained: K-8 Number of elementary schools: 15

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: To provide a full-time counselor at Haight Elementary School, grades K-8; to provide a full-time counselor at Chipman Elementary School, grades 6-8. This project will develop a beginning elementary counselor service.

ACTIVITIES:

1. Early identification of children with special needs, to improve their adjustment and achievement, with an emphasis on prevention.
2. Counseling services for parents, students and school staff.
3. Coordination of state testing program within Chipman and Haight Elementary Schools, of group tests used for specific purposes in the prognostic and diagnostic areas, for instructional purposes, of group tests used on a pilot basis.
4. Utilization of consulting psychiatrist.
5. Improvement of articulation between Haight Elementary School and Alameda High School, between Chipman Elementary School and Encinal High School.
6. Improvement of channeling of information from the administrator to the counselor and school staff, concerning students requiring special attention.
7. Involvement of counselor in curriculum planning and development.

RESULTS: More students have been identified earlier with multiple problems. The counseling services have improved parent-student-school staff relationships. The coordination of the State Testing program has been more effective. The counselor participated in citywide counselor meetings, as well as our psychiatric consultations. The counselor has been involved in curriculum planning and development.

EVALUATION: The program has been very successful and will ensure continued full-time elementary counselor services at Chipman and Haight Elementary Schools.

Name of district or county office: Alhambra City School District
Address: 601 North Garfield Avenue, Alhambra, California 91801
Elementary school enrollment as of March 31, 1969: 9,623
Elementary grades maintained: K - 8 Number of elementary schools: 13

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: To develop and initiate a group counseling program for teachers, parents, and pupils; to provide in-service training in group techniques for guidance staff; to improve skills of teachers in conducting guidance oriented group discussions within the classroom; and to provide a method whereby learning and adjustment problems can be approached at the classroom level, with a decrease in referral for psychological services a result.

ACTIVITIES: The methods of Rudolph Dreikurs as stated in Psychology in the Classroom, Children The Challenge, and other references were the basis for the program. Teacher groups were held in four schools to train teachers in the techniques of classroom discussion: 46 teachers were involved. Project counselor demonstrated in classrooms, observed teachers, and acted as resource assisted by entire staff. Video tapes of sessions were made and reviewed. All members (5) of the staff participated in the project and in-service training was provided by a consultant expert in Dreikurs' method. Parent groups were conducted by the project counselor in the EMR program. Parent leadership groups were conducted in the community to train parents to work with problems of family relationships according to a specific method. A demonstration was provided for guidance personnel of the County.

RESULTS: Teachers responded very favorably to the project. Not all conducted classroom discussions, but did participate in the training. Principals reported marked decrease in referrals to the office (30-40%). Children looked forward to the discussions and asked for them. Classroom behavior of selected children improved. Parent enthusiasm for the training was sustained. Parents reported changes in specific problem areas. Parent groups have expanded to 5, involving approximately 60 parents. Fewer referrals for service from central office were received.

EVALUATION: Referrals to central office were reduced 51% in project schools, while remaining constant in control schools. Reduction in 2 schools where pilot programs began 2 years ago was 75%. Parents were trained to observe one child per room for 10 second intervals over a 20 minute period for 10 consecutive days. Observations were done in October and repeated in May. Teachers selected children to be observed as part of the evaluation. Children were unaware that they were the only ones being observed. All data is not available at this time, but for one school inappropriate behavior (motor, noise, contact, verbalization, and disturbance of property) was reduced significantly in 4 classrooms, while one child was worse. Comparisons were between percent of 10 second intervals in which inappropriate behavior occurred. Magnitude of change was a minimum of 55% reduction of behavior for 4 children. The one subject who was worse increased approximately 20%. Independent variable was teacher utilization of techniques developed in classroom discussions and applied to the selected child. The technique of classroom discussions following Dreikurs does appear to have promise. The positive attitudes of teachers and principals, and the reduction of referrals, which may have reflected what staff expected, are confirmed by observations of independent raters unaware of the project.

Name of district or county office: Alpine County Unified School District
Address: P. O. Box 157, Markleeville, California 96120
Elementary school enrollment as of March 31, 1969: 76
Elementary grades maintained: K - 8 Number of elementary schools: 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The uniqueness of Alpine County's situation regarding geographical location and educational need points up the importance of the involvement of NDEA, Title V-A in the county's educational program.

Markleeville, the county seat, is 128 miles from Sacramento and 66 miles from Reno, the closest metropolitan areas. Local employment opportunities are practically nonexistent except for seasonal laboring work on ranches and for the U. S. Forest Service.

The county unified school district operates four elementary schools with a total enrollment of 76; the students of high school age are bussed daily to Douglas County High School in Gardnerville, Nevada. The majority of the students are Washoe Indians.

ACTIVITIES:

The primary goal of the project was to assess the elementary school children on the basis of learning potential and to develop a program of articulation with the Douglas County High School. In order to effectively carry out this program, the district employed direct service time from the El Dorado County Schools Office and made use of consultative services from the University of Nevada in Reno.

RESULTS:

Along with these two prime objectives, we attempted to investigate the social and economic patterns of the community in order to acquire a better understanding of the guidance needs. Individual intelligence tests have been administered to all children in grades one through eight and are currently being analyzed to determine the patterns of learning problems.

EVALUATION:

Much has been learned as a result of the second year of NDEA, Title V-A. We were able to institute a comprehensive testing and analysis program, and are now more able to plan for the educational and guidance needs of our children. Improved guidance articulation with the Douglas County High School was developed, vocational investigation programs were initiated in grades 7 and 8, and further study was concentrated on the learning pathology of Indian children.

Name of district or county office: **ALTA LOMA ELEMENTARY SCHOOL DISTRICT**
Address: 7085 Amethyst (P. O. Box 37), Alta Loma, California 91701
Elementary school enrollment as of March 31, 1969: 1,475
Elementary grades maintained: K-8 Number of elementary schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The purpose of this project is to help each student achieve academically, emotionally, and socially on a level commensurate with his ability. This would be accomplished with the cooperation of the school educational team. These to include the classroom teacher, counselor, school psychologists, the administrators and appropriate community agencies.

ACTIVITIES:

The children were worked with in small groups (3-4) or individually. It was possible through a one-to-one basis of communication to help these children solve their academic and emotional problems which they seemed to encounter in school and in the home. Students were given assistance with their studies, and by this individual help they were given the opportunity to obtain release from the pressure which is placed upon them by parents and other adults. Excellent success was obtained by letting the student play reading and math games which were relaxing to them and also had a definite educational value.

RESULTS:

As a result of this program, these children were able, on the whole, to develop better attitudes toward themselves and the problems with which they have been confronted. They seem to be able to have a better relationship with the adults with whom they have communication. In many cases they were able to solve their own difficulties or at least able to face these problems in a better way.

EVALUATION:

The program seemed to be quite successful as indicated by the progress made by those who were involved. Teacher evaluation on pupil progress in the program has shown many students have improved to the extent that they will not have to continue as regular counselees in the program. This program should be continued and expanded if possible.

Name of district or county office: Arvin Union School District
Address: 341 Haven Drive, Arvin, California 93203
Elementary school enrollment as of March 31, 1969: 1,436
Elementary grades maintained: K - 8 Number of elementary schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To continue a counseling and guidance program in grades 6-8 to (1) identify basic capacity of each child and provide an educational program to meet individual needs, (2) motivate underachievers and raise their aspiration level, and (3) to improve self concept.

ACTIVITIES:

Testing program to identify special needs, referrals to specialists, teacher conferences, parent conferences, individual, group, academic, behavioral, vocational, family counseling and conferences.

RESULTS:

Individual counseling, 116 children; small group counseling, 25 children; vocational group, 141 children in grade 8; parent counseling, at school 25, at home 8; teacher conferences, 140 formal plus informal; counselor referrals to community agencies, 10; home calls, 100 on attendance; no academic home calls; special education contacts, 16; 32 parent conferences; parent-teacher-counselor conferences, 3.

EVALUATION:

Counselor initiated appointments, 80% kept; child initiated appointments, 0-5 per week, 90% kept.

Teacher opinion -- teacher opinion indicated a 90% favorable reaction in one or more areas of counseling services while 10% indicated a negative reaction to the present program. 90% of the children given special help showed improvement according to teacher evaluations. The counselor oversaw 2500 tests of which approximately 55% were administered and interpreted by him. This aided greatly in teacher evaluation of the students.

Name of district or county office: Atascadero Unified School District
Address: 6475 Olmeda Avenue, Atascadero, California 93422
Elementary school enrollment as of March 31, 1969: 2129
Elementary grades maintained: K - 8 Number of elementary schools: 7

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. Coordinate student contact-relationships to meet student needs. (a) Parents - (b) Teachers - (c) Others
2. Improve student supportive services through individual and group guidance.
3. Compile and interpret student data.
4. Coordinate guidance efforts with community agencies.

ACTIVITIES:

1. Coordinate - student relationships
    - (a) Parents
        - -Group and individual conferences
    - (b) Teachers
        - -Counselor intervention
        - -Three-way conferences
    - (c) Other
        - -State Rehabilitation
        - -Probation
        - -Welfare and others
        - -Sheriff
2. Student Supportive Services
    - (a) Social worker - counselor group sessions
    - (b) Implementation of Coordinating Council
3. Testing
    - (a) Individual: Stanford-Binet and WISC, Frostig, ITPA
    - (b) Group: CTBS, Attitudinal, AAGP Survey, Lorge-Thorndike, Stan. Ach. Battery
4. Coordinate community agencies

RESULTS:

1. Coordinate student relationships
    - (a) Parents: poor [✓ fair] good outstanding
    - (b) Teachers: poor fair [✓ good] outstanding
    - (c) Others: poor fair good [✓ outstanding]
2. Student Supportive Services
    - (a) Social Worker-Counselor Group Sessions: Outstanding
    - (b) Coordinating Council: Outstanding
3. Data Compilation and Interpretation
    - (a) Testing individual: Outstanding
    - (b) Testing Group: good
4. Coordinate Community Agencies: Outstanding

EVALUATION:

1. Continuous but steady growth toward long-range goals.
    - (a) Meet individual student needs to realize optimum individual potential.
2. Limitations:
    - (a) School election failures
    - (b) Low assessed valuation

Name of district or county office: Auburn Union School District
Address: P. O. Box 551, Auburn, California 95603
Elementary school enrollment as of March 31, 1969: 2087
Elementary grades maintained: K-8 Number of elementary schools: 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: Provide direct and indirect counseling service for students in the upper grade school. To cause behavioral changes as well as assist students in realizing full development of potentiality both academically and personally. A second purpose is to assist communications and understanding between the home, the school, and the student.

ACTIVITIES: Direct individual counseling with students referred by staff members. Counseling of small numbers of children with similar problems. Case conference approach with teachers. Parent counseling.

RESULTS: 1. Decrease in disciplinary case load for the administration. 2. Improve communications with teachers regarding students. 3. Improve communications with home and the community in general. 4. Improve academic achievement for a high percentage of students with learning problems.

EVALUATION: Teachers, administration, and students rank counseling services as a high priority need and are desirous of maintaining and expanding those services. Record conferences and ongoing evaluations of students involved were utilized to determine effectiveness.

Name of district or county office: BALDWIN PARK UNIFIED SCHOOL DISTRICT
Address: 3699 North Holly Avenue, Baldwin Park, California 91706
Elementary school enrollment as of March 31, 1969: 9,836
Elementary grades maintained: K-8 Number of elementary schools: 15

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. Facilitate the movement toward a more preventive-type guidance program.
2. Offer relatively immediate consultation services to: parents, teachers, and principals with regards to guidance techniques and procedures.
3. Demonstrate for teachers and aid them in developing an individualized schedule for resolution of difficulties experienced by a given student.
4. Provide a sustained series of in-service workshops for teachers.

ACTIVITIES:

A series of teacher in-service workshops was conducted in the areas of how students learn, motivation for learning, classroom management and control, grading practices, teaching students with learning difficulties, parent conference techniques and proper testing procedures in teacher-made and standardized tests. In addition, an extension college class in Learning Theory was taught in the district, each semester, by the district psychologist. As follow-up of workshop training, individual contact with teachers was made regarding questions resulting from the group presentation and implementation of suggestions made for handling specific classroom problems. Within two days, or less, following receipt of a referral to the Psychological Services Department, the N.D.E.A. member of the guidance staff made contact with the referring teacher to provide rather immediate consultation for the purpose of finding the best direction to take in resolving the difficulty.

RESULTS:

In the past, enrollment in the district has increased as well as the number and percentage of referrals for guidance services. This year's quicker and different type of service resulted in a decrease of crises-oriented referrals. In the 1965-66 school year 5.2% of the total K-8 enrollment was referred. In 1966-67, 6.7%; 1967-68, 7.1% whereas 1968-69, 6.4%. A survey of teachers' and principals' attitudes toward the elementary guidance was given to a random sample of 150 of the 334 teachers. A return of 144 questionnaires revealed the following rather positive information: 1) How much difficulty have you had in getting a conference for assistance? Much, 16; Some, 44; Little or None, 77; No response, 7. 2) How much do you feel the Psychological Services Department contributes to improving the total school program? Much, 48; Some, 73; Little or None, 22; No response, 1. 3) To what extent has guidance assistance for your students been more immediate than in previous years? Much, 54; Some, 40; Little or None, 45; No response, 5. 4) Do you feel the guidance staff has good rapport with students? Much, 87; Some, 52; Little or None, 5; No response, 0. 5) To what extent are the guidance personnel associated with this school competent? Much, 71; Some, 54; Little or None, 11; No response, 8. It is obvious that there was not a unanimous positive feeling regarding the guidance services offered, which is to be expected. A further refinement of the survey might reveal a difference in attitude between those teachers who did actually seek assistance and referred students versus those who did not. Furthermore, those who were new to teaching this year would not adequately be able to compare this year's services to situations in previous years.

EVALUATION:

Teachers, generally, responded favorably to an overall change of emphasis in referral procedures, and subsequent prescriptive consultation. Principals were quite positive regarding inservice programs.

Name of district or county office: **BARSTOW UNIFIED SCHOOL DISTRICT**
Address: 551 South "H" Street, Barstow, California 92311
Elementary school enrollment as of March 31, 1969: 7,977
Elementary grades maintained: K-8 Number of elementary schools: 21

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

In general terms the purpose of this project was to give 7 and 8 graders an opportunity to explore with a counselor their own personal concern. The counselor hoped to create an atmosphere in which students were able to express themselves freely. More specifically, the purpose was to counsel with students individually to facilitate insight into sensitive areas they chose to discuss. Group counseling allowed a greater number of students to receive counseling. It was felt that the social interaction within the group provided a miniature lab for testing out certain behavior as well as a place to express honest feelings. Within this purpose it was hoped to accomplish the task of allowing students to make a smoother and more adequate transition into high school. Emphasis was placed on exploration of vocational goals suitable to each individual. Personal problems concern the student's ability to get along with peers, reach understanding with teacher and parents and resolve personal conflicts.

ACTIVITIES:

Classroom discussion was held to introduce the counselor and the program to all 7 and 8 graders. Films were shown concerning vocations, smoking, drugs, etc. An open door policy was maintained all year. Individual and group counseling was the method in which the project was carried out. A cross-age counseling program was established; 7th and 8th graders volunteered to tutor and/or counsel with students in 2, 3, & 4 grades. Both the lower and upper grades benefited by this.

RESULTS:

Students became aware of ways in which to approach their problems and seek adequate solutions. Discussion on smoking, sex, drinking and other concerns provided insight into the negative effects that may be involved. Eighth graders were able to make more intelligent selections of high school courses as well as gaining insight into various vocations.

EVALUATION:

According to the subjective and objective evaluations the project was extremely successful. A semantic differential scale was used in determining the effectiveness of group counseling. Significant positive changes were indicated by statistical analysis of the data. Most significant was the improvement in self concept. Greater understanding of their school by teachersand principals was also indicated. A subjective evaluation indicated almost one-hundred percent of the students benefited in some way by the counseling program.

Name of district or county office: Bassett Unified School District
Address: 904 North Willow Avenue, La Puente, California 91746
Elementary school enrollment as of March 31, 1969: 4953
Elementary grades maintained: K-6 Number of elementary schools: 8

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

This project is intended to develop an elementary counseling program for the prevention of problems in elementary grade children through early identification and intervention. It is hoped that this program should provide:

1. Correction of problems before they have crystallized.
2. Concentration of staff effort on student problems on a smaller population basis.
3. Specializing on the developmental problems characteristic of elementary age children.

ACTIVITIES:

The following activities were conducted during the school year 1968-69:

1. Consultation with school psychologist and others about individual student problems.
2. Discuss and interpret test data of individual students both strengths and weaknesses, with teachers.
3. Individual and group counseling sessions.
4. Structure school experiences.
5. Counsel parents for possible student success and home experience.
6. Serve as a liaison between student, school, and home in order to maximize positive reinforcement.

RESULTS:

Effective intervention programs and counseling helped students make more satisfactory adjustment in schools. Academic achievement, self-concept, and peer relationship skills were improved. School and home communication and cooperation were improved. Parents and teachers gained increased awareness of children's problems and needs.

EVALUATION:

Effectiveness of intervention program in achieving behavior modification was assessed by consultation, observation, and testing. Academic achievement, motivation, personal appearance, interpersonal relationships, skills, awareness of the importance of school attendance and other significant factors were assessed in relation to the unique characteristics and needs of individual children. Conferences were held with teachers and administrators to arrive at an estimated reaction and evaluation of the services provided under this project.

Name of district or county office: Bellflower Unified School District
Address: 16703 South Clark Avenue, Bellflower, CA 90706
Elementary school enrollment as of March 31, 1969: 6601
Elementary grades maintained: K-6 Number of elementary schools: 14

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. To introduce the services of an elementary school counselor to this school district.
2. In two schools, to demonstrate how the services of an elementary counselor contributes to guidance objectives.
3. To add group counseling to the present guidance activities at all elementary schools.
4. To evaluate our elementary guidance staffing pattern.

ACTIVITIES:

1. Reduction of NDEA funds made it necessary to reduce the project and employ only .6 of a counselor, reduce the number of children served to 600, and eliminate some evaluation activities.
2. The part-time counselor counseled pupils and parents in groups and individually, served as consultant to teachers, did some educational remediation with individuals and groups, served as a resource person, and participated with other staff members in various projects and committees.
3. Some group counseling activities were offered to most of our schools by the school psychologists assigned to those buildings. Using staff time in this manner was a matter of choice on the part of the building principal and his psychologist.
4. The elementary guidance staffing pattern was evaluated by elementary principals and guidance staff.

RESULTS:

1. The services of the counselor were received enthusiastically and obviously met a real need.
2. Some group counseling activities were carried out successfully in seven of our 14 elementary schools.
3. The question of whether, during the time that school psychologists are not serving the special education programs, their time should be given primarily to case studies or to counseling has not been resolved Both principals and psychologists are divided on this question, with the psychologists favoring the counseling emphasis by a ratio of 2 to 1, and the principals having an equal number who favor the case study emphasis and the counseling emphasis.

EVALUATION:

The activities conducted under this project have provided actual experience in counseling which has served as a basis for evaluating the elementary guidance staff pattern. Counseling had not been emphasized as a guidance staff activity heretofore. Responses to questionnaires make it obvious that it will now have a somewhat higher priority in the eyes of both principals and guidance staff members. At least half of our elementary schools plan to include some counseling next year. We do not plan to employ any school counselors per se, since the needs of our special education program require that all elementary guidance staff be psychologists. The effects of this project will be felt, however, to the extent that counseling will at least vie with case studies as priority number one for that part of each psychologist's time that is paid for by local funds.

Name of district or county office: Benicia Unified School District
Address: 2015 East Third Street, Benicia, California 94510
Elementary school enrollment as of March 31, 1969: 1,222
Elementary grades maintained: K - 8 Number of elementary schools: 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: To initiate a half-time counseling and guidance program in grades K-8, with emphasis on grades 6-8, to (1) better prepare the 8th grade students for high school, (2) work with teachers in identifying the best program for each individual student, (3) provide a non-disciplinary, non-judgmental, non-directive area in which students can work out their occasional deviation from acceptable behavior, and (4) provide a clearing house of student information for parents and teachers.

ACTIVITIES: Correlation of testing program to identify individual, classroom, school, and district strengths and weaknesses, individual and group counseling, high school registration and orientation, special education coordination and identification, parent conferences, and schedule changes. Perhaps the major activity came from a sign-up sheet in the main office, which was constantly full, and dealt with every problem, from very serious to the trivial.

RESULTS: Better use of intelligence and achievement tests. A better understanding and communication among all concerned high school and intermediate school administrators, teachers and parents, students and teachers. Counseling students with emotional and behavior problems contributed toward an improved classroom climate. The general attitude of the eighth graders toward high school was greatly improved and lessened their anxiety toward the new school they will be attending.

EVALUATION: No objective evaluation has been made, as this was the first year of counseling in the lower grades,although very positive subjective evaluation was easily accomplished. The number of problems the students eagerly brought to the counseling department was taken as considerable proof of the value of the program and it was felt that some very serious problems were solved. In later years a more objective method will be used to determine the enduring value of the service. The counseling program as a whole seems to be well accepted by all concerned, and should be of increasing benefit as it gets established. Counseling has become more important in the district concept permitting us to employ counselors through Title I funds. Counselors are attending more institutes. Pre-vocational and vocational counseling is taking on a greater prospective.

Parent involvement in counseling has become enlarged. The professional status of the counselor has been increased.

Teachers and principals are becoming increasingly aware of the value of the counselor.

Name of district or county office: Berkeley City Unified School District
Address: 1414 Walnut Street, Berkeley, California 94709
Elementary school enrollment as of March 31, 1969: 8,612
Elementary grades maintained: K - 6 Number of elementary schools: 14

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To provide the services of an elementary counselor in the recently desegregated 4-6 schools; and specifically to develop a team relationship with a learning specialist and a teacher aide in the newly formed student help centers.

ACTIVITIES:

These centers are staffed with a full-time learning specialist teacher, the teacher aide, the counselor, and consultation with a part-time psychologist, and a social worker. The team is concerned with a child's behavior and the group process, as well as the total educational experience. Thus, they function in the area of learning as well as individual group management. The real function in this case is to help the school accommodate a wider range of children. Of prime importance is the follow-up performed by the counselor and other members of the team. By checking with the regular classroom teacher to whom the student has been returned and by providing additional resources as they are needed, carry-over should be maximized. If the child cannot function back in the regular classroom, the problem is still the prime responsibility of the help center team. This means that the teacher will be given advice and support from the team in order to operate on her own with the child.

In addition to the above, it is planned to provide clerical and evaluation personnel and services which will allow the development and retrieval of information basic to the functioning of the program.

RESULTS:

One interesting aspect has been the development of student interchange groups along activity lines; nine such groups were formed by one elementary counselor. Activities varied according to the interests of the students. Emphasis was placed on student interpersonal and adult relationships, teamwork, and participation. Attendance and class reports tend to show some improvement in class functioning by student participants.

EVALUATION:

Developing relationships, especially those of the counseling/learning specialist teams, have indicated an improved assessment of and prescription for meeting student needs. A concerted effort of this team was to administer basic diagnostic instruments as indicated and to translate this information into specific learning and behavior experiences for students.

Name of district or county office: Bishop Union Elementary School District
Address: 201 Home Street, Bishop, California 93514
Elementary school enrollment as of March 31, 1969: 1581
Elementary grades maintained: K - 8 Number of elementary schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To provide a program of individual and group counseling for the students of Bishop Elementary School District utilizing an eclectic approach to behavior modification.

To assist parents and teachers to recognize the educational needs and abilities of the pupils.

To provide parent counseling.

To help students appraise their interests and abilities in the framework of their self concepts.

To make appropriate referrals.

ACTIVITIES:

Individual counseling for students.
Individual counseling for parents.
Parent counseling.

Group counseling with students.

Consultation with teachers and administrators.

Coordination with outside agencies, i.e. health, welfare, probation, mental health.

RESULTS:

Real changes in behavior have been accomplished with students, parents and families. The community has accepted this program well and there have been many referrals from the parents. The counselor has been well received by the district teachers. The counselor has approximately 30 to 40 sessions each week with students and parents.

EVALUATION:

The eclectic approach to behavior modification has yielded good results. The counselor is accepted by the staff, administrators and community. We have developed a positive community attitude toward guidance services, and are working as the true center of the wheel in guidance.

Name of district or county office: **Calexico School District**
Address: **P. O. Box 792, Calexico, California 92231**
Elementary school enrollment as of March 31, 1969: 2949
Elementary grades maintained: K - 8 Number of elementary schools: 5

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The purpose of the 1968-69 NDEA Counseling Project was to assist each pupil and his parents, or those persons who share a responsibility for his development, in acquiring a realistic understanding and acceptance of the student. Additionally, the project involved assessment, interpretation, and evaluation of pupil characteristics and potentials. The establishment of realistic educational and vocational goals and the determination of appropriate means of accomplishing these goals were purposes of this project.

ACTIVITIES:

The project activities included arranging and conducting a counseling session for each eighth grade student with his parents, or those responsible for him, at a time convenient for the parents. At these sessions, the pupil's achievement and personal characteristics were interpreted to the parents in relation to realistic expectations and goals. Decisions were made concerning the pupil's ninth grade programs for the 1969-70 school year. The guidance clerk performed clerical functions and arranged counseling dates.

RESULTS:

As a result of the project, the school has acquired useful data about each eighth grade pupil to be utilized in future counseling and guidance activities. Parents and students have acquired understandings of the processes and functionings of the high school. By being involved in the decision-making, parents know in what classes their children will be enrolled this fall. Pupils and parents have gained an understanding of the course work to be undertaken in achieving the identified goals. Contact between home and school has been established.

EVALUATION:

The project was successful in that each eighth grade pupil and his family received counseling. That the activities were effective was demonstrated by the fact that much useful data was acquired, the the parents expressed their approval of being involved in the decision-making, and that ninth grade pupil scheduling was accomplished. The achievement, attitudes, and attendance patterns of the students during their high school careers will become the ultimate evaluation of this project.

Name of district or county office: Campbell Union School District
Address: 155 North Third Street, Campbell, California 95008
Elementary school enrollment as of March 31, 1969: 11,376.
Elementary grades maintained: K-8 Number of elementary schools: 19

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

Our purpose was to emphasize the goal of early prevention of school failures through a program of prekindergarten screening along with continued assistance and guidance for those kindergarten and first grade children who were identified as having special needs. Prevention of school failure was evaluated in terms of how children who were identified in the screening process as having potential problems have adjusted to the school environment in the judgment of the teacher, parent and school. This would include their achievement as measured by standardized scores.

ACTIVITIES:

All entering kindergarten children of the project were scheduled during April and May for screening. Involved in the screening were the nurse, principal, the speech therapist, teachers and the counselor. Data gathered at this screening was compiled, summarized and evaluated. Parent conferences were held when applicable and class groupings were set up. In the Fall the counselor assisted the first grade teachers in interpreting data, counseled children and parents and evaluated progress. The counselor called on a district psychologist when needed and referred cases needing psychological testing to him.

RESULTS AND EVALUATION:

Evaluative data gathered during the current year in the form of teacher and parent opinion regarding prekindergarten screening and subsequent grouping of children showed positive results. This material will be used in the continuing project. Parents and teachers stated that the information and help given them in this program pointed up preventive action and resulted in better understanding of individual children's problems. Specific health factors, speech problems, emotional problems were discussed with parents and referrals for correction resulted. Teachers were better able to gear instructional materials and methods to meet their groupings. Some parents delayed entrance for their children based on the screening.

Name of district or county office: Castro Valley Unified School District
Address: 3300 Norbridge Avenue, Castro Valley, California 94546
Elementary school enrollment as of March 31, 1969: 6242
Elementary grades maintained: K - 8 Number of elementary schools: 15

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The goals of the project were to aid and to facilitate progress through developmental stages of childhood to insure maximum progress of each individual, to facilitate maximum learning by use of behavior modification, to facilitate learning in each individual by means of self-exploration through individual and group counseling sessions, to increase parent-school contact, and to increase teacher awareness of individual differences, and to provide for these differences in the classroom.

ACTIVITIES: Monthly meetings with kindergarten teachers were held in the district to discuss and to understand different aspects of development and needs of individual children. Inservice faculty meetings and meetings with individual teachers were held to understand children with difficulties and the use of behavior modification as a method of helping an individual child. A series of meetings was held with parents and teachers of kindergarten children to help them be more aware of communication skills useful with children, individual and group counseling.

RESULTS: Teachers applied what they learned in discussions about a child to others in the classroom; teachers were more aware of their effect on the children in the classroom; children who were having difficulties made improvements; kindergarten parents were able to listen to and understand their children better.

EVALUATION: Teacher evaluation of individual children with pre- and post-evaluation forms on children who had individual and/or group counseling showed improvement. Parent and teacher evaluations on kindergarten meetings expressed feelings that the meetings were of much value and all who attended thought they should be continued next year. Pre- and post-taped interviews were used to evaluate change in teacher perceptions of a child in which behavior modification ideas were used with the child.

Name of district or county office: Central School District
Address: 7939 Archibald Ave., Cucamonga, Calif. 91730
Elementary school enrollment as of March 31, 1969: 1,446
Elementary grades maintained: K-6 Number of elementary schools: 2

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. Early identification of children with learning and/or behavior problems.
2. Skilled diagnosis, and application of appropriate solutions.
3. Inservice training of teachers and para-professionals.
4. Parent counselling, individually and in groups.
5. Teacher counselling in methods of working with these children.
6. Serve as a local clearing house for private and community services.

ACTIVITIES:

1. The referral form designed in 1967-68 has proven valuable. Its use is now standard.
2. Lines of communication to private and community sources of help were maintained.
3. Parent counselling took a down-turn, as fewer parents joined us.
4. Our first full year of ungraded primary was successful. Much help came from our counsellor.
5. The teachers' discussion group was expanded. Personal growth was evident on the part of many.

RESULTS:

1. Our testing program expanded. Test results were better utilized.
2. Some teachers previously reluctant to use the services of the counsellor did so this year; they expressed satisfaction with results. The newness of the program is gone, and trust is developing.
3. This chart summarizes results.

Grade	Students tested at least once.		Total number of tests administered		
	1967-68	1968-69	1966-67	1967-68	1968-69
K	55	68	8	80	107
1	81	90	16	135	188
2	14	57	8	68	147
3	18	38	12	34	110
Totals	168	253	44	317	552

Name of district or county office: Ceres Unified School District
Address: P. O. Box 307, Ceres, California 95307
Elementary school enrollment as of March 31, 1969: 3140
Elementary grades maintained: K - 8 Number of elementary schools: 5

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

Continue the employment of a Guidance Director who would develop a program of guidance for the five elementary schools in the district; support of a part-time counselor; part-time counseling after hours, and inservice training. The part-time counseling and materials were to be used to screen kindergarten children for possible learning problems which could be worked on at the first grade level.

ACTIVITIES:

A counselor has been serving half-time at two of the elementary schools. He works with teachers, the Principal, Nurse and Psychologist on problems in individual and group sessions. He has held conferences with a number of parents.

The Director of Guidance has worked with a number of cases where staffing by various school personnel and related agencies was concerned. Two of the schools have counselors who are supported with Title I funds. These people have been supervised in their activities. All the kindergarten children are being screened at this writing for a continuation of the guidance activity mentioned in the application.

Continued effort is taking place with the sixth and eighth grade students in group counseling and orientation programs for transition into the next level of school.

RESULTS:

Teachers are becoming increasingly aware of the need to refer children who appear to have problems which interfere with their learning. The counselors at the seventh and eighth grade levels are developing more adequate orientation activities for the transition from the sixth grade to the seventh and from the eighth grade to the ninth. A greater rapport seems to exist among guidance personnel at the elementary, intermediate and secondary level. The counselors have become better informed about the many sources of assistance they may refer to for help.

EVALUATION:

More referrals are being made for the health and psychological services.

Name of district or county office: **China Lake Elementary School District**
Address: **Halsey Street, China Lake, California 93555**
Elementary school enrollment as of March 31, 1969: 2402
Elementary grades maintained: K - 8 Number of elementary schools: 5

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

(1) Increase individual counseling to help the student find ways of solving problem situations with the final aim of improving his basic attitudes through: improved records; relating effectively with other community agencies; improving working relationships with district-wide employees in the areas of special services; for parents and teachers; and offering pre-school counseling.

(2) Engage in group counseling where possible.

(3) Utilize the school testing program.

(4) Continue to evaluate and extend the entire counseling program.

ACTIVITIES:

Some of the proposed activities had to be curtailed when it became necessary because of illness in the administrative staff for the director of guidance to assume the duties of acting vice-principal. However, the services of a male counselor on a half-time basis added to the effectiveness of the program. The acting vice-principal continued to counsel girls, interpret test scores for parents, provide pre-school counseling service, and aid in the articulation of students into their high school program. Limited clerical service was also utilized.

One of the projects of the year under the direction of the junior high school and the nurse's office was that of narcotics education. Many people in the community expressed appreciation for this service.

RESULTS:

The most positive results appeared to be effected in the counseling of sixth grade boys. Much more use was made of counseling service in this area. This is viewed as preventive counseling, with the hope that many of the usual junior high school problems will be alleviated.

The pre-school counseling still appeared to be very effective, with many parents and students making use of it. It also made possible the efficient absorption of new students in the district into the flexible scheduling program.

EVALUATION:

It was felt that the loss of a full-time director of guidance hampered the program. However, staff and students have expressed appreciation for having a male counselor available, and much use has been made of his services. Perhaps a by-product of having the director of guidance functioning as the vice-principal was a lessening of the usual tensions of students being sent to the office for disciplinary purposes. The vice-principal utilized counseling techniques more often than punitive measures. The vice-principal also continued to represent the schools in the community on the advisory board of the Desert Counseling Clinic and on mental health panels.

Name of district or county office: Chula Vista City School District
Address: 84 East J Street, P. O. Box 907, Chula Vista, California 92012
Elementary school enrollment as of March 31, 1969: 14,268
Elementary grades maintained: K - 6 Number of elementary schools: 23

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

(1) To increase the amount of help to teachers and principals in their work with students by interpreting data concerning children, counseling with pupils and parents, planning the modification of instruction and curriculum to meet individual abilities, levels of achievement, aptitudes and interests. (2) To raise students' academic achievement to a level commensurate with their estimated ability to achieve in school. (3) To decrease the numbers of students who are repeatedly referred to the principal or other central authority for disciplinary action. (4) To provide continuing help to students with severe problems in learning and behavior. (5) To increase awareness of students, parents and teachers for setting realistic goals of school achievement and standards of behavior. (6) To continue evaluation of the present program of testing, study newly available tests, make selections for trial use and evaluation, and plan a testing program that gives valid and useful information in the most efficient manner possible.

The 1968-69 program was designed to emphasize assessment and consultation services in kindergarten and first grade, identification and remediation of visual perception problems in first grade, and group counseling with intermediate grade pupils.

ACTIVITIES:

In addition to general counseling activities related to case studies and follow-up, and assisting with the group testing program, the counselor undertook three major projects. The first was an effort to determine whether training pupils in visual perception and providing first-grade teachers with consultation resulted in better reading progress for high risk pupils. The second sought to determine whether consultation and in-service work with kindergarten teachers resulted in better pupil progress in pre-academic skills. The third was to determine the effectiveness of group counseling with fifth and sixth grade pupils.

RESULTS:

The program in first grade indicated improved pupil performance in visual perception tasks, but no advantage in reading. The kindergarten program indicated no difference in improved pre-academic readiness skills. The group counseling program showed nearly half of the pupils improved in work habits and social adjustment.

EVALUATION:

The program appears to have been successful in one of its three specific goals. Indications are that group counseling is helpful and that program should be expanded. If programs in kindergarten and first grade are to be continued, new approaches must be devised.

Name of district or county office: COMPTON CITY SCHOOLS
Address: 604 So. Tamarind St., Compton, Calif. 90220
Elementary school enrollment as of March 31, 1969: 16,690
Elementary grades maintained: K-6 Number of elementary schools: 20

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: Problems relating to student behavior and classroom management that interfere with the teaching and learning climate may be identified and ameliorated through a program of:

1. Individual counseling of student, teacher or parent;
2. Orientation for students and parents;
3. Home visitations;
4. Improving community relations.

ACTIVITIES: All students and parents new to the school were counseled prior to class enrollment. Followup interviews were conducted four weeks after admission.

Students referred by self or teacher with regard to negative experiences external to the school were assisted on an individual basis.

Group counseling was established as needed primarily with regard to minority group male image problems.

Teacher-referred behavior problems were handled individually.

Home visitations were made as required.

RESULTS: The weekly volume of cases by type were -

Teacher-referrals (fighting, swearing, defiant)	19
Tardy	20
Male Identification	8
Evaluation	2
Self-referrals (personal problems)	8
Information	3
Administrative Conferences	6
Teacher Conferences	11
Child Welfare Staff	5
Home Visits	15
Group Counseling (Pupils)	13
Individual Counseling	7

Successful solutions were arrived at in 80% of the above contacts.

EVALUATION: Evaluation was conducted by the principal and professional staff who observed the children prior to and following counseling.

The principal weakness was observed to be understaffing in relation to the size of the school population.

Name of district or county office: Corona Unified School District
Address: 300 Buena Vista, Corona, California 91720
Elementary school enrollment as of March 31, 1969: 8636
Elementary grades maintained: K - 6 Number of elementary schools: 15

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. In-service training of teachers in guidance technique.
2. Parent counseling. To help parents recognize and assist with the developmental needs of their children.
3. Group counseling with children who exhibit problems in the following areas: (1) Interpersonal relationships, (2) Learning difficulties, (3) Peer group relationships, (4) Conflict with authority figures.

ACTIVITIES:

1. Group discussion at various grade levels. Indicating the developmental problem that may arise.
2. Faculty meetings...counselor led...guidance techniques emphasized.
3. Video-taping and audio-taping for in-service training.
4. Counselor led P.T.A. meetings at all elementary schools discussing the developmental problems of children.
5. Increase of group counseling; introduction of group guidance.
6. Data collection of all group work with children, parent counseling and teacher referrals.

RESULTS:

1. More referrals received from teachers that were more concerned with adjustment rather than "cure".
2. P.T.A. meetings yielded many requests for informal parent conferences.
3. Parent interest was very high and plans have been formulated for formal seminars and group counseling to which any interested parent will be invited.
4. The number of groups has tripled this year.
5. Group guidance has been carried on with sixth grade classes in the area of adjustment to junior high school.

EVALUATION:

Group counseling situations have proved their merit in several ways. (1) Less than one percent of all children asked to participate have either refused or requested to be dropped. (2) Teachers', parents', and children's opinions of group work have been most positive. (3) Teachers have become more aware of children that would profit from group situations and have made specific requests that they be included in groups. (4) The type of problems that teachers have referred have indicated that developmental problems are being more readily recognized and in fact searched out. (5) Parental concerns of children having problems and seeing a counselor have been eliminated by explaining developmental problems and indicating to parents this is a common adjustment for all children. (6) Parental involvement has proven in most cases to assist in solving the problem at a rapid rate.

Name of district or county office: COVINA-VALLEY UNIFIED SCHOOL DISTRICT
Address: 19009 East Badillo Street, Covina, California 91722
Elementary school enrollment as of March 31, 1969: 12,335
Elementary grades maintained: K-8 Number of elementary schools: 22

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: To determine: I. Do corrective intervention methods correct behavior? II. In what context? III. What is the best way to use extrinsic rewards? **EVALUATION ACTIVITIES** 1) Weekly interview of psychologists by Project Director, 2) Teacher questionnaire, 3) Baseline and post-treatment observation, 4) Interview with clients, 5) Analysis of before and after grades. **RESULTS** I. Does corrective intervention work?-Study inconclusive. Answer depends on who was asked and on level and duration of behavioral improvement. Isolated cases showed obvious improvement to all observers as well as markedly improved grades. But in a surprisingly high frequency there was disagreement on whether there was improvement in behavior. The study raised more questions than it answered and showed how difficult it is to prove that corrective intervention works. The discrepancy between teacher observation and psychologist observation was notable. Frequently, (though certainly not always) psychologist and teacher differed in their criterion of improvement and in what they observed. The tendency of the psychologist was to focus on successive approximations (decrements in misbehavior and increments in productive behavior) while the teacher tended to focus on residuals of misbehavior and on incidence of failure. This discrepancy in the focus of observation is seen as a major problem in the development and acceptance of guidance service in the schools. II. Context effects on method - Findings only suggestive because method was confounded with case severity; more severe cases used more methods and more time. Other things equal, a given method was not as effective in isolation as it was when imbedded in a battery of methods, such that each method derived its effect from its position in the battery. Two kinds of augmentation effect were found: 1) The simultaneous augmentation effect was achieved when two or three corrective intervention methods were used simultaneously; e.g., parent counseling, teacher counseling, reward contingency system, and tutoring, or e.g., when a high school tutor combined the modeling method (demonstration of academic behavior) with the staging method (eliciting creative productions), modeling and staging reinforced each other, whereas when modeling and staging were used serially there was less effect; 2) Successive augmentation - Effects were achieved with certain ordinal positions of method, e.g., systematic exclusion was more effective as the last of a series rather than the first or middle; or e.g., the moratorium was better as first in a series instead of middle or last; or e.g., extrinsic reward was better as first rather than last. Although it was found that the ordinal position of a method affected its success, in general, the study raised more questions than it answered. III. Best use of extrinsic rewards - Contrary to behaviorists, it did matter who gave the reward. Also contrary to behaviorists, social rewards (trophies, honors, praise, acknowledgement) did not have to be paired with personal rewards (consumables, usables, services, privileges) to become motivators for a child hitherto unresponsive to social rewards. Extrinsic reward was best used as a way of getting involvement with the child, as a message to the child that the rewarder cared enough about him to give him something he wanted in return for the child giving his own success to the rewarder. Findings were: 1) Other children did not regard the rewarding of a loser as unfair to them, 2) Being extrinsically rewarded did not keep the child from detecting and responding to the intrinsic rewards of successful behavior, 3) The child did not become "hooked" or dependent upon extrinsic reward, but was able to continue his successful behavior when extrinsic rewards were discontinued.

Name of district or county office: Culver City Unified School District
Address: 4034 Irving Place, Culver City, California 90230
Elementary school enrollment as of March 31, 1969: 3,529
Elementary grades maintained: K-6th Number of elementary schools: 8

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The purpose of this project was to utilize the longitudinal pupil data bank which had been developed and maintained during the last four years, and to implement some of the research findings. The main thrust was in the area of underachievement.

ACTIVITIES: Longitudinal pupil data on all pupils in the district dating back to 1952 were organized and transcribed from card to disc. A systems analyst designed the organization for most efficient storage and retrieval of the data. Programs were written to research areas of particular concern. The first of these areas was that of underachievement. The first step was to identify all pupils from 1952 to 1968 in the 3rd grade who were achieving at least two stanines below their ability. These pupils were grouped according to ability and according to degree of discrepancy between ability and achievement, and their ability and achievement scores from 3rd through 12th grade or current grade were plotted. Statistical analyses of the achievement progress of the various ability groups were accomplished by computer. This is just one of the studies made with the data during this school year, but is representative of the activities.

RESULTS: There is insufficient space here to give results of studies undertaken. However the studies of underachievers revealed significant information. Some of the subjects identified at 3rd grade as having a significant discrepancy between ability and achievement were eliminated from the study because later test results indicated that the 3rd grade ability scores had not been accurate or valid. Those whose ability scores remained constant were divided into three groups: low ability, high ability and average ability. For those who had been in Culver City Schools from 3rd grade into high school, the following findings were obtained: Pupils of high ability who were underachieving at grade three tended to narrow the discrepancy as they progressed through school and to achieve at or near ability by 11th grade. Pupils of average ability presented an erratic pattern, with roughly one third falling further behind as they progressed through school, one third showing no change, and one third narrowing the gap between ability and achievement. Pupils of low ability tended to fall further and further behind as they progressed through school so that in many cases the breach between ability and achievement had widened significantly by the time they reached high school.

EVALUATION: The fact that the pupil data gathered, organized, and maintained, could be used for computerized research of pupil characteristics is evidence of the feasibility and success of such a system. The findings of those studies which were completed this year provided valuable information for organization, curriculum, instruction and pupil personnel services. The intricacies of the computer programs and the volume of data manipulated and produced for just one of these studies give testimony to the fact that such comprehensive longitudinal ex post facto studies could not be attempted without data processing. Managerial information made available through such a system is imperative in order to keep pace with the changing needs of pupils and community.

Name of district or county office: Cutler-Orosi Unified
Address: Box 127, Orosi, California
Elementary school enrollment as of March 31, 1969: 1776
Elementary grades maintained: K-8 Number of elementary schools: 5

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. To help 7th and 8th grade students explore the realm of vocational interests.
2. To give the individual student a chance to explore the potential available to him.

ACTIVITIES:

1. Field trips were provided to a variety of local businesses to acquaint students with possible job opportunities.
2. Films were secured from county and private sources to show vocational opportunities and requirements.
3. Selected students were placed for one-half day under regular working conditions in various county offices.
4. Speakers were brought in to discuss their vocations with eighth grade students.

RESULTS:

1. These experiences resulted in students being more objective in choosing their high school program when being counseled for ninth grade classes.
2. This opened up to many students new avenues of endeavor other than farm or unskilled labor which is the primary source of employment in the community.
3. This helped to demonstrate to the students that having a saleable skill could result in greater monetary advancement.

EVALUATION:

1. From the project this year it becomes apparent we need a definite structured program of vocational counseling and guidance in the elementary schools.
2. We need to devote more time to guidance per individual student.
3. The success of this program depends upon the continued coordination between classroom teacher and the counselor.

Name of district or county office: Davis Joint Unified School District
Address: 23 Russell Boulevard, Davis, Calif. 95616
Elementary school enrollment as of March 31, 1969: 2,587
Elementary grades maintained: K-6 Number of elementary schools: 7

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To provide an elementary counselor who would work one and one-half days a week in each of the six elementary schools of the district.

This counseling program would be one of indirect services to the student with the counselor working mostly with the significant adults in the students' life--his parents, teacher, and administrators. The project was a continuation of support for the total elementary counseling program since the program has been a major financial undertaking for this district during the previous two years.

ACTIVITIES:

Additional counseling time was provided to enable an elementary counselor to be assigned to each elementary school for one and one-half days each week. This provided better identification of the counselor with the school.

RESULTS:

1. Continued excellent reception on the part of the teachers and administrators for this addition of a guidance person to the educational teams in each of the elementary schools.
2. Excellent counseling contacts with many parents have occurred.

EVALUATION:

1. Evaluation of the program and project is carried out by the district-wide Administrative Council and by the district-wide Superintendent's Advisory Council on Guidance. The Advisory Council on Guidance includes: dministrative, teacher, counselor and junior and senior high school student representatives who meet on a monthly basis.
2. The elementary counseling programs continue to receive excellent support and wide acceptance by the faculty and administration in the elementary school. The addition of an elementary counselor to the educational team has been a great step forward in elementary education in this district.

Name of district or county office: DINUBA PUBLIC SCHOOLS - ELEMENTARY
Address: P. O. Box 125, Dinuba, California 93618
Elementary school enrollment as of March 31, 1969:
Elementary grades maintained: K - 8 Number of elementary schools: 5

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

It was the purpose of this project to (1) initiate a full time elementary guidance program for the Dinuba Schools; (2) to provide services directed toward early identification of learning and behavior difficulties of children; (3) to establish procedures for the maintenance and use of pupil records; (4) to expand the testing program; and (5) to modify the existing educational curriculum and facilities so as to be compatible with the child's developmental level.

ACTIVITIES:

The following activities were implemented during the project year: (1) the establishment of a youth coordinating council; (2) the examination of vision, speech, hearing and health history forms of all children K-6; (3) parent orientation and parent group meetings; (4) teacher in-service training; (5) cum-record modification; (6) developmental examinations for pupils; (7) guidance needs assessment; and (8) individual and group counseling.

RESULTS:

The establishment of a youth council coordinated the efforts of the school guidance team, probation, welfare, and police. This multi-agency approach examined the total environment of the pupil and assisted in establishing community-wide solutions. Health examinations and screenings were given to every child at the K-6 level and uncovered many problems that otherwise might have gone undetected. Developmental examinations at the primary levels effectuated modification of traditional class groupings and generated the production of new curriculum materials. Teachers received in-service training in interaction analysis and sensitivity to pupil problems. Individual and group counseling was expanded from a pilot project into a district wide program. An expanded testing program was instituted which included perceptual, psycho-motor, and behavioral examinations.

EVALUATION:

Internal evaluation of the project was obtained through the participation and interest of the guidance team and youth council, the interest and participation of parents during orientation and group meetings, the number of health and guidance problems detected, and served, the participation of teachers in in-service training, the changed curriculum offerings, and acceptance by the community of elementary guidance needs. The external evaluation was conducted by guidance personnel not associated with the project.

Name of district or county office: Dixon Unified School District
Address: 305 North Almond St. - Dixon , California
Elementary school enrollment as of March 31, 1969: 1345
Elementary grades maintained: K-8 Number of elementary schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The purpose of this project, which was continued from the preceding school year, was to maintain the guidance services being offered to students in grades 7 and 8, and to increase services to grades K-6.

ACTIVITIES:

The activities continued from the preceding year included the following:

1. Orienting 7th grade students and their parents to the changes involved in moving into departmentalized instruction.

2. Orienting 8th grade students and parents to beginning high school as 9th graders.

3. Group and individual counseling.

4. Providing vocational and career guidance centering around the visit of vocational guidance materials trailer from the county office of education.

5. Carrying on group standardized testing and test interpretation. In addition, consultative services were increased to teachers in grades K-6, and some counseling time given to students in these grades.

RESULTS:

The existing guidance and counseling services at the senior elementary level were maintained, and services to grades K-6 greatly improved.

EVALUATION:

Group counseling was evaluated by the students who were involved. Their responses to written questionnaires indicate that group counseling was a very profitable experience for them.

Teachers have indicated that their referrals have had better follow-up with the addition of the use of written forms for counselee referral.

Name of district or county office: **Duarte Unified School District**
Address: **1427 Buena Vista Avenue, Duarte, California 91010**
Elementary school enrollment as of March 31, 1969: 2926
Elementary grades maintained: K - 6 Number of elementary schools: 5

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The purpose of this project was to demonstrate that the availability of intensive guidance services during the first and second grade years would reduce the incidence of pupil failure with an accompanying reduction of the emotional and social problems often associated with school failure.

In addition, it was felt that the information provided by the results of this project would allow for the development of specific preventive techniques which would serve as a basis for inservice training with district-wide primary teaching staff in the particular areas of concern, namely, physiologic and psycho-social behavior.

ACTIVITIES: The members of four first grade classes at each of two schools (two experimental, two control) were administered a battery of tests in September, 1967, June, 1968, and again in May, 1969. The results of the first year of the program have been evaluated. We are presently in the process of evaluating the two-year program.

The counselor met each week with the two principals and the teachers involved to discuss the progress of the children.

Group and individual counseling with the children has been an integral part of the program.

Individual and parent group conferences have been held on a regular basis.

RESULTS:

1. A closer communication between the home and the school was fostered.
2. An increased understanding of the child by the parent was effected.
3. Positive behavior changes for many children was noted by teachers, parents, and principals.
4. Children enjoyed participation.
5. Parents felt very positively about the program and expressed a wish for its continuance.
6. None of the parents objected to his child's involvement in the project.
7. Principals and teachers indicated that they were better able to deal with particular children.
8. Principals felt that the project results allowed for more effective grouping of children at the second grade level.
9. Early identification of gifted children allowed for a fuller school experience to be established.
10. Early identification of children experiencing physiological and/or behavioral problems allowed for referrals to appropriate agencies to be made.
11. There was a unified approach and a sharing of information from all of the ancillary services provided by the district, ie. nurses and reading specialists.
12. The project allowed the necessary time for follow through and in-depth guidance services.

EVALUATION: Pre-and post-testing was conducted with the experimental and control groups. The results for the first year have been fully tabulated. Those for this past year are not completed at this time. The test battery included the following: First Grade Screening Test, Peabody Picture Vocabulary Test, Wepman Auditory Discrimination Test, Draw-A-Man Test, Bender Visual-Motor Gestalt Test, Behavior Rating Scale, Self-Concept Test and Parent, Teacher, Student Questionnaires.

On the basis of the final evaluation, significant differences will be noted and related to the development of preventive techniques.

Name of district or county office: El Dorado County Office of Education
Address: 337 Placerville Drive, Placerville, California 95667
Elementary school enrollment as of March 31, 1969: 2993
Elementary grades maintained: K-8 Number of elementary schools: 12

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The purpose of this continuing project (fourth year) is to provide two full-time counselors and two half-time articulation counselors for seven elementary school districts in a semi-rural county. The principal goals consist of: 1) Rapid follow-up of referrals; 2) Providing more effective assessment of student abilities for pupils and teachers; 3) Increased individual group counseling; 4) Inservice and consultation to faculty and parents and 5) Improved articulation of 8th grade students to high school.

ACTIVITIES: The original plans called for Counselor #1, with a smaller caseload, to emphasize a student-centered, inschool counseling and assessment program. Counselor #2 would spend more time in consultation with significant adults in the students' environment. Counselors #3 and #4 would spend half their time counseling 9th grade students in the high school setting, and the other half of the time working with 8th graders in feeder elementary schools. The articulation counselor's time was spent in preparing 8th grade students for entrance into high school with each counselor who is fully cognizant of the total high school situation to which the 8th grade counselees will be attending. Daily logs kept by counselors #1 and #2 indicate a remarkable adherence to this plan, with a very small shift in the activities of each counselor. Articulation counselor activities were compared to the elementary counselors activities.

ACTIVITY LOGS	COUNSELOR #1	COUNSELOR #2	ARTICULATION COUNSELORS #3-#4
Pupil Contacts, Record Keeping	55%	20%	65%
Teacher, Administrator Contacts	20%	35%	15%
Parent, Community Contacts	15%	35%	15%
Professional Consultations, other agencies, psychologists, etc.	7%	8%	3%
Professional Meetings	3%	2%	2%

RESULTS: The results of the fourth year of this project indicated that the traveling counselors were accepted by staffs and community and some emergent roles developed. 1) Eighth grade - The articulation counselors assisted in successful high school programming. Parent interviews were highly successful. 2) The improvement in student record keeping and their utilization in each district has continued. 3) Community agency referral and consultation (health, probation, etc.) directly by counselor are at an optimum level. 4) The counselors continued to routinely present group testing results to school boards. 5) A pre-kindergarten and primary developmental placement program was initiated under the leadership of the counselors. 6) The counselors were invaluable in their assistance to staff and county office personnel in improving the grade K-8 testing program.

EVALUATION: Due to four years of outstanding work in elementary counseling, the seven local school districts will continue counseling activities at the local level even though Federal funds will not be available. The high school articulation counselor's part will be expanded to include all elementary school districts feeding the union high school district. The increased use of counselors in working with parents, teachers, pupils and as resource persons indicated their continued acceptance by the community as to the value of service to the students.

Name of district or county office: El Monte School District
Address: 3540 North Lexington Avenue, El Monte, California 91731
Elementary school enrollment as of March 31, 1969: 10,014
Elementary grades maintained: K - 8 Number of elementary schools: 17

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To promote optimum achievement and desirable behavior patterns.

ACTIVITIES:

Small groups of students from grades four through eight, inclusive, were counseled weekly for eight to twenty weeks. Students exhibiting behavior problems or low achievement in relation to potential were selected for counseling. Each group included boys and girls and was balanced behaviorally. Students were encouraged to express their attitudes and feelings verbally and non-verbally. Individual non-directive counseling was conducted with those students who demonstrated a need for it.

RESULTS:

On the basis of pre- and post-counseling ratings, the following changes were recorded:

1. Forty-nine percent of counselees saw themselves as improved in reading and mathematics.
2. Fifty-one percent thought their teachers saw them as improved.
3. Forty-one percent thought their parents saw them as improved.
4. Gains in peer status occurred in 40% of counselees.
5. Academic interest and motivation increased in 40% of students receiving counseling.
6. Teachers and counselors agreed that change in a positive direction occurred in 33%, no change occurred in 25% and negative change took place in 0.5% of counseled students.

EVALUATION:

Quantified subjective judgments served as the basis for evaluation of the counseling program.

The fact that forty to fifty percent of counselees was perceived as behaviorally improved by themselves, their peers, teachers and counselor, constitutes convincing evidence that beneficial results were associated with counseling activities.

Name of district or county office: ELSINORE UNION SCHOOL DISTRICT
Address: 1201 W. Graham Ave., Elsinore, Calif. 92330
Elementary school enrollment as of March 31, 1969: 1282
Elementary grades maintained: K-8 Number of elementary schools:

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: 1. To accumulate, organize and maintain the cumulative records of the sixth, seventh and eighth grade students of Elsinore Intermediate School.

2. To administer the Lorge-Thorndike Test during the fall semester and the Iowa Test of Educational Development during the spring semester to all eighth grade students.

3. To pre-register all eighth grade students for their ninth grade courses.

4. To build an image of the counselor's role in the Intermediate area through companionship, knowledge and availability.

ACTIVITIES: 1. Reorganization of cumulative records.

2. Administration of achievement test to all eighth grade students.

3. Pre-registration of all eighth grade students for the ninth grade courses.

4. The establishment of the image of the counseling position in the school which had never had a counselor before.

RESULTS: 1. All cumulative records were accumulated, organized and maintained until a fire in the administration office caused damage to the records. New cumulative folders were made and all seventh and eighth grade student information has been transferred to the new folders.

2. The Lorge-Thorndike Test and the Iowa Test of Educational Development were administered as scheduled.

3. Eight evening conferences were scheduled for small groups of parents and students to pre-register the eighth graders for their ninth grade courses. Of the one hundred sixty two (162) eighth graders in the Elsinore, Murrieta and Temecula areas, 86% of the students, with one or both parents, attended the conferences.

4. At the Elsinore Intermediate School, 78% of the sixth, seventh and eighth grade students appeared in the counseling office for scheduled or unscheduled individual conferences.

5. Counselor participation in the school events such as field trips, class projects, dances, programs, etc., have aided in building the counselor image.

EVALUATION: 1. The school cumulative records were destroyed in a fire and all were redone.

2. All eighth grade students were tested.

3. All eighth grade students were pre-registered for ninth grade.

4. Objective evaluation of an activity such as building an image is difficult. The best evaluation possible is response from students, parents, teachers and administrators which was almost all positive.

Name of district or county office: Encinitas Union School District
Address: 185 Union Street, Encinitas, California
Elementary school enrollment as of March 31, 1969: 1381
Elementary grades maintained: K-6 Number of elementary schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The purpose of this project for the third year was: (1) to reduce the pupil-counselor ratio to a more realistic level (from 1:2000 during the second year of the project to approximately 1:1200 for the third year), (2) to continue and expand the group counseling program which was initiated during the second year of the project.

ACTIVITIES:

(1) In an attempt to bring the counselor-pupil ratio more in line with the minimal levels of acceptability (as recommended by the Bureau of Pupil Personnal Services), Cardiff, the smaller of the two districts participating in the project for the two previous years, was excluded from the project for the third year.

(2) Group counseling was expanded to include: (a) Mexican-American pupils at all grade levels, (b) More intermediate grade pupils who were experiencing adjustment, behavior, or achievement difficulties and (c) Pupils who had emotional difficulties resulting from speech disorders. Groups thus organized met once a week for approximately one hour.

RESULTS:

(1) A counselor-pupil ratio of approximately 1:1300 was established for the third year of the project.

(2) Teachers with pupils participating in group counseling reported general improvement in pupil performance and adjustment. In the case of the Mexican-American pupils, teachers reported increased participation and involvement in classroom activities.

EVALUATION:

Results of a teacher questionnaire prepared by the districts teacher association revealed that 94% of the teachers in the district felt that the counseling program had been successful and that it should be continued permanently within the district.

With the elimination of one of the two districts originally participating in the project, the counselor found it possible to more effectively devote his time to the comprehensive guidance needs of the remaining school district.

Name of district or county office: Enterprise Elementary School District
Address: 750 Hartnell, Redding, California 96001
Elementary school enrollment as of March 31, 1969: 2677
Elementary grades maintained: K-8 Number of elementary schools: 6

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: To expand district guidance services for seventh and eighth grade students following our district philosophy of individualization of instruction through:
Obtaining full-time services of a female guidance specialist.
Developing a written guidance program for Parsons School.
Initiating individual scheduling of students.
Developing individual guidance techniques.
Developing group guidance techniques.
Obtaining follow-up data on graduates.
Improving articulation with the high school district.

ACTIVITIES: Obtained the services of a full-time guidance specialist for Parsons School, who has assisted in:
Initiation of data processing for the purpose of individual scheduling.
Administration of the achievement and ability testing program for Grade 8.
Preparation of a student handbook.
Direction of student body organization and activities.
Assisting Director of Pupil Personnel Services in individual case studies and special class placement.
Directing the program of pre-registration of eighth grade students for high school entrance, and providing vocational guidance.
Screening of eligible eighth-graders for High Start Project (Title III).
Conducting a follow-up study of accelerated mathematics and foreign language students in high school.
Developing a program for the orientation of incoming sixth grade students.
Counseling with students individually and in groups.

RESULTS: Data processing of student schedules resulted in a more complete meeting of individual needs, in a smoother school opening, and made possible the addition of five new courses.
The follow-up studies in foreign language resulted in the re-evaluation of our curriculum, and the decision to phase out instruction in German while increasing our emphasis on Spanish. The math studies resulted in retention and strengthening of our math program.
The assistance of the full-time guidance person in student activities has provided the continuity necessary to their success and the special attention of a woman director needed by our girls.
The pre-registration program for high school resulted in a more efficient process, and in greater attention to appropriate planning for individuals.
As a result of the High Start screening, twenty of our students were selected for participation.
The sixth grade orientation program is enabling Parsons School to enroll incoming students more efficiently.
The guidance specialist has increased her skills in a variety of techniques in both individual and group processes.
Contact with parents of students has increased.

EVALUATION: Although a beginning has been made in meeting most of our project purposes, a major goal for next year will be the development of a written guidance program for Parsons School. The effectiveness of the program was determined subjectively in: improved communication between school and home, decrease in problem behavior, curriculum improvement, improved school spirit, more effective articulation with other schools, and more attention to students as individuals.

Name of district or county office: ENTERPRISE CITY SCHOOL DISTRICT
Address: 14431 South Stanford Avenue, Compton, California 90220
Elementary school enrollment as of March 31, 1969: 2,963
Elementary grades maintained: K-6 Number of elementary schools: 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To confer with teachers, administrators and guidance personnel in order to identify students with behavior problems, and emotional difficulties that interfere with the learning process.

To counsel these children and their parents in order to determine ways of effecting positive behavioral changes.

To focus on parent-child-teacher relationships to determine attitudinal changes.

To hold small group counseling sessions allowing the child to identify with school personnel (counselors).

To raise the aspirational level of students with latent potential.

To continue an emphasis on preventive programs for K and 1st graders, by early diagnosis.

To develop skills needed for successful school experiences in the area of emotional stability. This can be accomplished by emphasizing listening and communicating in small groups.

To continue the testing (pre and post) as a measure of evaluating needs and outcomes.

ACTIVITIES:

Small group counseling; short walking trips and field trips allowing for free expression of activities in common by the group.
Group counseling with parents; individual parent counseling.
Periodic communication with classroom teacher.
Survey and evaluation from parents and teachers.
Behavior rating scale for each child participating in the program.

RESULTS: (Outcomes)

Counselees that evidenced benefit will be continued in the program.
Referrals for other special services for those who show no positive gains.

Reduce and restrict groups to six children per group, allowing additional time for more individual counseling.

Effect changes, as indicated by teacher surveys, to prevent conflict with academic schedule.

EVALUATION:

Much growth shown in the area of behavioral and attitudinal change.
More parent involvement in cooperation with counseling program, a result of home visitations. Increased understanding of program by parents, teachers.

Name of district or county office: Escalon Unified School District
Address: 1520 Yosemite Avenue, Escalon, California 95320
Elementary school enrollment as of March 31, 1969: 1360
Elementary grades maintained: K-8 Number of elementary schools: 7

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The purpose of the project was to continue and strengthen the basic objectives of the guidance program and to extend these services to the outlying elementary schools.

ACTIVITIES:

1. The guidance committee worked in the areas of Cum records, testing, interpretation of test results to teachers and students, and anecdotal records.
2. The elementary school counselor with the Curriculum Director coordinated school testing program K-8. In addition to all state mandated tests, the following tests were administered: Otis Lennon Mental Ability Tests -K and 1; Gates Reading Test - 5 and 6; Ginn Reading Achievement Test - 5; STEP and SCAT - 8.
3. Counseled with all new students, counselees, and teacher referrals.
4. Compiled autobiographical survey and teacher rating sheet throughout the District for all in grade 8 to assist with orientation and scheduling for high school.
5. Conferred with parents and teachers about pupil problems. Coordinated parent conferences for all 6, 7, and 8th grade students.
6. Extended counseling services to the outlying elementary schools.

RESULTS:

1. For a second-year program much headway was made in interpreting the program to students, faculty, and parents.
2. Good progress was made in testing and using test results.
3. The number of students using the counseling service on a voluntary basis was large for the school population.
4. Need was shown in the outlying schools for counseling.

EVALUATION:

1. Favorable responses from pupils, teachers, and parents attest to the need for this program at the elementary level.
2. Students were better prepared for understanding of the high school program and the need for early assessment of interests and abilities to insure better career choices.
3. Counseling in the outlying schools met with a favorable response for a first-year program. However, it was felt that more time on a scheduled basis would make this program more effective.

Name of district or county office: **ESPARTO UNIFIED SCHOOL DISTRICT**
Address: **Route 1, Box 110, Esparto, California 95627**
Elementary school enrollment as of March 31, 1969: 562
Elementary grades maintained: K-8 Number of elementary schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To continue to evaluate the academic progress of the student individually, as well as by group.

To assist with curriculum planning and development.

To orient the eighth grade student with the high school curriculum and assist with planning his course of study in high school.

To assist with the identification of children with learning or behavioral problems.

ACTIVITIES:

The counselor now spends one day a week at the elementary school. He is responsible for conducting a complete testing program, excluding psychological tests, but including follow-up individual tests.

Development of a high school course entitled "Child Development" that provides approximately fifteen high school students as teacher-aides at the elementary school.

Development of a child study team composed of elementary principal, school psychologists, counselor, specialists, and classroom teacher.

High school orientation night for each parent and eighth grade student followed by an individual counseling session to plan their high school schedule.

RESULTS:

1. Continuous up-to-date information concerning achievement and mental ability level of each child.
2. A high school student to be aide for several elementary school classrooms to provide primarily a one-to-one relationship for pupils in need of this kind of teaching.
3. Improved schedule planning for registration for entering freshmen students at the high school.
4. Establishment of more effective communication and coordinating of special services within the district.

EVALUATION:

Through the effectiveness of the use of high school students in the project, the grade level was raised in the classroom by the individual help.

By staff meetings and teacher-student meetings the procedures used by the student teachers were improved.

Through the use of the child study team all aims and objectives of the project were fulfilled.

Name of district or county office: Fairfield-Suisun Joint Unified School Dist.
Address: 1025 Delaware Street, Fairfield, California 94533
Elementary school enrollment as of March 31, 1969: 8,334
Elementary grades maintained: K - 8 Number of elementary schools: 19

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: To provide direct and indirect counseling service on a limited basis for students in the 7th and 8th grades in 9 elementary schools still maintaining self-contained classrooms. Individual and group counseling was established to help students resolve personal problems and assess abilities and interests. To assist pupils in developing a sense of security in having an avenue of approach to their problems that did not previously exist.

ACTIVITIES: To identify children with special needs, to improve their adjustment and achievement, and prevent more serious problems. Improvement of channeling of information concerning students' special needs to those working with them daily. Provide some counseling service for parents of students. Children were counseled individually, in groups, and sometimes as a class using various counseling techniques. Facilitated referral to outside agencies for further professional help when this was necessary. Conducted orientation meetings for students and parents preparing for attendance in the new intermediate schools next year. Assisted teachers, especially new ones, in interpreting the results of the school's testing program.

RESULTS: Teachers have continued to increase their utilization of the service of the counselor. Parents have become aware of the counseling function and are making increasing use of the service. Students are voluntarily seeking the counselor for help with personal problems. The teachers utilized the counselor for aid with student problems that would not normally be referred to the administration. Parents and teachers expressed appreciation that we were working on developmental problems even though our present scope is very restricted. Many parents felt that their understanding of their child had increased considerably.

EVALUATION: This was the first year of having a counselor in the elementary schools, therefore, considerable time was required to acquaint the various staffs with the purpose and function of the service. Teachers generally feel the counseling service should be expanded to be more meaningful to the entire group since in the present situation one counselor was serving nine schools and was restricted to 7th and 8th grade students. A working relationship between teachers, students and counselor was established, paving the way for a more comprehensive counseling program at the elementary level. An increasing sensitivity to the problem arising in this age group has increased the requests for counseling service as the year went on and shows promise for the future in identifying student needs.

Name of district or county office: Farmersville School District
Address: P.O. Box 367 - Farmersville California 93223
Elementary school enrollment as of March 31, 1969: 808
Elementary grades maintained: K-8 Number of elementary schools: 2

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To provide continuous instruction on an individual basis which will enable the student to improve at his own optimum rate successfully. Good guidance principles are stressed through continuous communication with pupils, teachers and parents. The aspects of preventive guidance is stressed in the school and community.

ACTIVITIES:

Every child was tested individually in the primary grades to help determine his learning abilities. Continuous conferences were held with parents and teachers throughout the school year to discuss proper placement based upon his developmental, behavioral, and instructional progress. Pre-first and pre-second were continued to provide extra time for development.

Stanford Diagnostic Reading Tests were given to all 3-8 grade students to analyze their weaknesses in reading. Extra reading materials and instruction were provided to overcome their identified deficiencies.

In addition, individual counseling and group counseling were provided for students and parents from K-8 as the needs arose. Programs on narcotics and drug abuse were provided for parents and students.

Home calls, parent conferences, parent group meetings, pre-school meetings and teacher conferences have extended guidance through the school and community.

RESULTS:

The guidance program has been well accepted by our professional staff and our community.

The placement of students to meet their individual educational needs and social development has been accepted by parents.

Many students now make self-referrals for guidance and counseling services.

Students, teachers, parents and administrators have noticed positive changes in attitudes and achievement due to the guidance program. The successful coordination of the guidance program with the ESEA, Title I, Migrant, and pre-school programs has also added remarkable progress to the guidance program.

EVALUATION: Test results have shown more children in grades 1-3 have grown since they were placed in classes where they had more time to learn by receiving individual instruction. More time for counseling was asked by all teachers. Statements from parents, along with responses from the professional staff and administration indicate that much progress has been made.

Name of district or county office: **FOLSOM-CORDOVA UNIFIED SCHOOL DISTRICT**
Address: 909 Mormon Street, Folsom, CA 95630
Elementary school enrollment as of March 31, 1969: 6,913
Elementary grades maintained: K-6 Number of elementary schools: 14

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The Title V-A Elementary Counseling Program was designed to (1) see if positive changes could be made in children in grades K-6 in the areas of academics, self-concept, and behavior, and (2) to effect positive attitudinal changes in the significant adults in the lives of these serviced children.

ACTIVITIES:

The guidance and counseling activities during the 1968-69 school year included:

1. Five days of inservice training for the teachers in the schools designated to participate in the program.
    - ---Self-enhancing Education
    - ---Behavior Modification Techniques
    - ---Reality Therapy Techniques
    - ---Teacher Effectiveness Training
2. Parent Effectiveness Training Workshops for parents and individual counseling.
3. Primary activities included developmental testing and placement of children and inserting the interventions that seemed appropriate to achieve the purposes set up for the program.
4. Intermediate activities included the establishment of counseling groups, diagnostic testing in the academic areas followed by remedial interventions, and special group and/or individual programs planned for 4th, 5th, and 6th grade youngsters.

RESULTS:

Workshops seemed to result in parents and teachers trying new ideas and techniques when working with elementary children. Those adults actively using the new ideas appear more understanding of the children with whom they deal and seem to be breaking away from the old authoritarian-type patterns.

The children in the project are being given an opportunity to practice planning and decision making. We are seeing in many instances young children who seem more inner-directed. Counseling groups seem to be more self-accepting of what they can't do and can do.

Children (especially in the 4th, 5th, and 6th grades) are using the counselor as an intermediary and/or facilitator with adults and peers. There has been a jump of about 300 per cent in the number of self-referrals.

EVALUATION:

At the end of the 1968-69 school year behavioral objectives with their built-in evaluation procedures (these include questionnaires, check lists, and case studies) will be evaluated by the research department of this school district.

Name of district or county office: Fremont Unified School District
Address: 611 Olive Ave. - Fremont, California 94538
Elementary school enrollment as of March 31, 1969: 24,033
Elementary grades maintained: K-8 Number of elementary schools: 32

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The purpose of this project was to organize and staff a guidance program at the seventh and eighth grade levels in all seventh and eighth grade schools in the district. Emphasis was placed on the establishment of a home-room guidance program and a guidance committee within each intermediate school whose chief function was to recommend guidance procedures to the school administrative staff and faculty.

ACTIVITIES:

(1) A routine system of meeting with all seventh and eighth grade students was established. (2) Counselors served as resource person for teachers and parents of those children with special learning or behavior problems. (3) Establishment of a pertinent cumulative folder system with the collecting and analyzing of pertinent data. (4) Guidance committee functioning in all schools. (5) Group guidance procedures established utilizing home-room periods to acquaint students with guidance services and materials to provide for orientation into high school. (6) Meetings held between counselors and teachers to discuss the individual student profiles and class composite profiles of test data and to acquaint teachers with guidance materials. (7) A program of orientation for incoming seventh grade students. (8) A program of vocational planning conduction through guidance assemblies, home-room programs, and other career activities.

RESULTS:

(1) Students with academic or behavior problems were identified. (2) A majority of the children contacted by the counselor showed significant improvement. (3) The guidance committee has assumed a leadership role in the expansion of the guidance program to provide more students with guidance services. (4) Recommended lists of guidance materials were prepared, purchased, and made available for use. (5) A greater awareness on the part of a number of the students of the particular vocational opportunities available to them. (6) Experience in the use of counseling services has been gained in six schools.

EVALUATION:

The program as a whole has been well accepted by students, parents, and staff. Questionnaire results continue to be uniformly positive and enthusiastic.

Name of district or county office: Fresno City Unified School District
Address: 2348 Mariposa Street, Fresno, California 93721
Elementary school enrollment as of March 31, 1969: 32,273
Elementary grades maintained: K-6 Number of elementary schools: 53

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The central purpose of the project this year was to continue to perfect the multi-disciplinary, multi-dimensional approach to elementary guidance as a model for the Fresno City Unified School District. Specific goals were as follows:

1. To test the effectiveness of the multi-disciplinary, multi-dimensional approach when applied to both "mainline" and compensatory-type schools.
2. To further develop repeatable programs in the areas of inservice training of teachers, parent education and the refinement of programs of remediation.

ACTIVITIES:

1. Continued consultation and close cooperation with principals in planning program and implementing recommendations.
2. Consultations with teachers on individual and group problems of learning and behavior.
3. Inservice training was held in techniques of individual and group guidance and in classroom management and instructional techniques.
4. "Home Start Program" was continued. Small group conferences were held with parents in private homes, pre-kindergarten and first grade group counseling conference, and group conferences with parents whose children may have similar learning and adjustment problems.
5. Individual tests and evaluations made on selected children.

RESULTS:

1. The district has provided basic support of this program as NDEA-allocated funds were drastically reduced.
2. A set of principles was developed as general guidelines for the expansion and operation of the elementary guidance program in the Fresno City Unified School District.
3. A "credo" was developed as a statement of belief to serve as a basic philosophy for guidance services.
4. A model for elementary guidance was prepared in cooperation with the Pupil Personnel Committee of the Elementary Principals' Association. Meetings and visitations were held to develop the most economical, comprehensive model and this was presented to the District Administration.
5. An in-service training video tape was produced to facilitate the administration, scoring and reporting of the Stanford Reading Tests in the State Testing Program.
6. New materials were prepared to implement the multi-disciplinary, multi-dimensional program.
7. Organized grade level meetings with teachers, working in areas of prescriptive teaching and behavior modification.
8. Served as liaison personnel between the school, home, and community agencies to mobilize all resources for assistance to children with problems.

EVALUATION:

1. The multidisciplinary, multi-dimensional approach has proved to be an effective method of providing intensified guidance services in elementary schools.
2. An independent district survey of elementary principals, establishing priorities for program needs 1969-70, placed elementary guidance among the top three in importance of twenty-one district services.
3. The comprehensive report of evaluation of the first year's operation is being duplicated for distribution in the fall of 1969.

Name of district or county office: GARVEY ELEMENTARY SCHOOL DISTRICT
Address: 7661 E. Newmark Avenue, Rosemead, California 91770
Elementary school enrollment as of March 31, 1969: 6747
Elementary grades maintained: 8 Number of elementary schools: 11

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The immediate goal of this study was to increase daily attendance from among those who were absent at least 30 days a year. The far-range goal is to eliminate the early school dropout. It is hoped that some workable method of accomplishing this can be found within the existing framework of the school.

ACTIVITIES: Twenty selected pupils were given the Jastak Wide Range Achievement Test, the Bender and Draw-A-Person, once at the beginning and again at the close of school. Seminars were held monthly with the teachers of these pupils. Causes of absences were identified, means of correcting the problems were explored and emphasis was focused on teacher-pupil involvement.

RESULTS: At first teachers listed "negligent parent" as the greatest cause for absenteeism. They threw up their hands as if there was nothing they could do. Then, as they became better acquainted with the children, their attention shifted from the parents to the child, his feelings about himself, and about school. The teachers discovered, and tests substantiated this, that the children felt unable, unworthy, and as if they didn't belong. In looking for ways to help, teachers discovered that meaningful daily successes made the pupils feel more able and consequently more willing to take part, even more willing to attend class. School has to have something appropriate to offer the absentee. So, teachers not only had to help the child accept new challenges, they had to be sure that challenges were there, understood, and important to him. This "special-interest approach", as it was called, proved effective. Attendance improved in 50 percent of the cases. Children tried. They learned. The second Benders showed more freedom in self-expression, better interpersonal relationships and more self-confidence.

EVALUATIONS: The "special-interest approach", as used in the activities of this project, was even more effective than anticipated. The project itself stimulated greater interest in the absentee. Successful, shared experiences generated the use of more special-interest techniques. The quality of the seminar discussions, written communications and improved attendance determined the effectiveness of this study. By accepting the child, by helping him feel right about himself, by insuring a class program that meets his needs - as he sees them, not as we do - absenteeism can be checked and the early dropout eliminated within the existing framework of the school regardless of cause of absence.

Name of district or county office: Gilroy Unified School District
Address: 263 North Church Street, Gilroy, California 95020
Elementary school enrollment as of March 31, 1969: 3,630
Elementary grades maintained: K-8 Number of elementary schools: 7

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The purpose of the project for the 1968-69 academic year was to extend the counseling and guidance services to the upper elementary grades seven and eight. Major emphasis by the counselor was placed upon the seventh grade class as there would be greater opportunity for continuing work over a 2-year period. However, 8th grade students were also involved in the project. Areas of concern were: school adjustment, decision-making, school attendance, peer and social relations, motivation, achievement, personal problems, etc..

ACTIVITIES: All 7th grade students were contacted by the counselor for an initial screening interview. Students who expressed specific concerns and willingness to attempt to explore these concerns were seen on a regular basis. In addition, students were counseled upon referral from teachers, parents, administrators, and outside agencies. At the 8th grade level, students were seen only on a referral basis either by teacher, administrator or by self. Approximately 1/2 of all 8th graders have been contacted and about 1/2 of these have been seen upon a regular basis. Since there was no counseling service prior to this project year, students were invited to meet with the counselor through a "drop-in" arrangement during the student's free time before and after school, at recesses and during the lunch hour. This was a very successful activity of the program with as many as 15 students per day "dropping in". Work with teachers was primarily on an individual basis allowing them to become familiar with this new service. Most staff members readily used the service for referral and guidance. The service to parents was somewhat limited; however, it is beginning to become more expanded as parents become aware of the guidance service provided.

RESULTS: It is believed that the purpose of the project was met in that the number of self-referrals has steadily increased since the first month of the project to the point that the vast majority of the counseling time is responding to student needs. The number of teacher referrals has also increased as teachers have become more aware of the services available.

EVALUATION: The only statistical data is in terms of the number of students contacted to date. Of the 7th grade, 350 youngsters have been seen with 75 on a regular basis. Eighth grade contacts number 160 with 58 on a regular basis. In addition to individual counseling, groups have been formed and operating for two-week periods. A total of 8 groups were working with 7 to 14 students per group.

Name of district or county office: Goleta Union School District
Address: 5689 Hollister Avenue, Goleta, California 93017
Elementary school enrollment as of March 31, 1969: 6,592
Elementary grades maintained: K-6 Number of elementary schools: 12

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: To initiate a position of guidance consultant. Function: to coordinate the resource teachers (learning specialists and elementary school counselors) and to establish lines of communication with the District staff, resource teachers, principals, teachers, students and parents in the 12 schools. In order to facilitate the analysis of teaching and learning styles, he introduced the use of the video-tape unit. He worked with the resource teachers to establish Child Study Team concepts of a multidisciplinary approach to effect efficient learning.

ACTIVITIES: Furnished specialized technical assistance to facilitate communications within the Instructional staff and communications between the District office and the 12 schools for the integration of the multidisciplinary (guidance/curriculum) approach to learning. Furnished specialized technical assistance in individual/group counseling, individual/group consulting and video-taping to provide professional and personal growth among school staffs. Served as a consultant in establishing the Child Study Team in the 12 schools. Prepared reports and presentations for the Superintendent, Board of Ed., State & National conventions, professional journals. Functioned as liaison to Mental Health Clinic, UCSB Counseling Clinic, and other community agencies. Provided supervision for UCSB Counseling and Guidance interns placed in the District. Served as a member and consultant to Learning Disability Clinic. Wrote the Title V-A Project to continue the guidance program. Developed approaches in Curriculum and Guidance to assist teachers and other school personnel to look at a rationale of human behavior in which all phases of the child (intellectual, physical, psychological, social behavior, psycho-motor, and neurological) could be examined in depth. Made recommendations in groupings and organization for instruction with Director of Curriculum and Director of Guidance. Provided appropriate resources and consultant help to teachers and staff. Provided for the improvement of instruction through video-taping, classroom visitation, and consultative services to personnel. Provided distribution and maintenance of video tape equipment. Identified needs for and conducted inservice training in video-taping, teachers' learning and teaching styles, group/individual counseling and consulting. Participated in the preparation of resource materials in curriculum and guidance.

RESULTS: 1. The establishment of Child Study Team concepts in 12 schools. 2. Increased use of video tape and closed circuit TV for the (a) Child Study Team to diagnose, evaluate and plan remedial programs, (b) Planning of educational programs, (c.) Self-improvement of teachers, (d) Counselors in group and classroom discussion work. 3. Increased involvement of teachers in classroom discussion groups. 4. Increased involvement of parents in discussion groups. 5. Increased involvement with (and from) UCSB and community agencies. 6. Publication of "The Child Study Team" in CPGA News Journal. 7. Presentations to CPGA and APGA on "The Elementary School Counselor and the Use of Video Tapes.

EVALUATION: Evidence of the success of the project was obtained through; 1. The participation and interest of the members of the Child Study Teams. 2. Survey Questionnaire to all CST members which overwhelmingly supported the CST concepts and the use of the video tape. 3. Analysis by members of the CST that the video tape and guidance consultant proved effective in counseling and educational program planning. 4. The effectiveness of the guidance consultant and the continuation of this position have been validated by the Directors of Pupil Personnel Services and Curriculum.

Name of district or county office: **Grass Valley School District**
Address: **225 So. Auburn St., Grass Valley, Calif. 95945**
Elementary school enrollment as of March 31, 1969: **1597**
Elementary grades maintained: **K - 8** Number of elementary schools: **3**

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To initiate a pilot program of counseling for a newly organized school comprising grades 6 through 8, in a new school building.

ACTIVITIES:

Surveyed teachers and students to identify needs. Scheduled set time for groups of 5-7 students for group counseling session on weekly basis.

Use of audiovisual aids with emphasis on discussion of student problems, communications, and feedback was attempted during staff meetings and informally at coffee breaks.

Evaluations were carried out with teachers and students at end of year.

RESULTS:

Most students showed positive behavioral change, however, results are difficult to measure other than subjectively.

Specific teachers showed positive attitudinal change probably due to feedback from counselor.

Informal feedback and idea sessions between counselor and teachers appeared beneficial although interplay was minimal.

One-half of students wished to continue more than one round of sessions, indicating program was meeting needs of many students.

Problems of mechanics of scheduling and use of facility were identified, allowing for planning of better patterns in future program.

Need for more counseling time, especially with individual clients is indicated.

Better patterns of selection of students for counseling were identified.

Counseling should start with students at 6th grade level. Eighth grade may be too late for some.

EVALUATION:

Evaluation done by locally-constructed evaluation instrument. Pupils responded in writing. Pupils also rated by participation in discussion. Subjective evaluation of behavioral change was made by teachers and counselor.

There was little correlation between teacher and counselor ratings - teachers were more positive.

Teachers rated nearly 2/3 of students as having changed for the better.

Counselor rated about 3/8 of students appearing to have positive involvement in discussion, about 3/8 having little involvement and about ¼ were perceived as actively hostile or passively silent during sessions.

CONCLUSION:

The effectiveness of the program was adequate to merit continuation of program with modifications as needs and outcomes indicate.

Name of district or county office: **HEMET UNIFIED SCHOOL DISTRICT**
Address: **2350 W. Latham Avenue, Hemet, California 92343**
Elementary school enrollment as of March 31, 1969: **2,880**
Elementary grades maintained: **K-6** Number of elementary schools: **9**

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. To continue the development of the established position of District Director of Pupil Personnel and Research.
2. To develop an elementary guidance program.
3. To develop an articulation program for elementary school to junior high.
4. To develop an inservice program for guidance at the elementary level.

ACTIVITIES:

1. The position of District Director of Pupil Personnel and Research has been fully implemented (1968-69) and has given in-depth leadership to elementary guidance.
2. A number of districtwide guidance committees have been active in the areas of elementary guidance, testing, student records, and orientation-articulation.
3. The District Guidance Council has been effectively implemented as a guiding force for pupil personnel problems in the district.

RESULTS:

1. District subcommittees have been established in elementary counseling, testing, student records, and orientation-articulation.
2. Statements of philosophy, role and function of elementary guidance personnel are regularly being evaluated to fit school needs.

EVALUATION:

A cooperative districtwide evaluation of the 1968-69 elementary guidance program has resulted in the following statements.

1. There is a need for additional staff in the areas of elementary guidance, psychological services, and health services.
2. Referral procedures are more effective.
3. Child group counseling programs have been helpful to children and teachers.
4. Elementary cum record revisions have been thorough.
5. The elementary counseling program is beginning. It probably will become most effective when we can zero in on particular services to a limited number of elementary schools. The need to demonstrate effective elementary guidance in depth continues to be a major stumbling block in staff understanding of what an elementary counselor can and could do. Our assistance to kids should improve too. We hope to move more in this direction during 1969-70.

Name of district or county office: Herlong Elementary School District
Address: Box 35, Herlong, California 96113
Elementary school enrollment as of March 31, 1969: 353
Elementary grades maintained: K-8 Number of elementary schools: 2

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

a. To identify group and individual factors influencing pupil progress in school.
b. To help pupils, individually and as groups who presently fall at the extremes of the achievement continuum.
c. To help teachers to understand the factors of our existing bimodal achievement curves.
d. To help teachers in curriculum efforts to cope with individual and group differences.

ACTIVITIES:

Individual and group tests were administered. Individual and group counseling sessions were held. Diagnostic and clinical work was carried out in identifying specific learning problems of individual students. Parent-teacher-counselor interviews were held to aid in solving individual difficulties. Classroom assignments were made with the aid of information obtained from above.

RESULTS:

Test scores were evaluated and compared for use in pupil placement and as counseling supportive information. Teacher assignments and curriculum adjustments were coordinated with obtained data bringing about an improved academic atmosphere and a higher level of student morale. Guidance activities have been coordinated with teaching responsibilities and teacher-pupil-counselor relationships are highly fluent and cooperative. Teacher-parent relationships are improving with a fuller understanding of the total program on behalf of parents due to individual and group conferences. Individual and group data are being used to help determine effective teaching methods and techniques, pupil assignments and class organization.

EVALUATION:

The use of test results and individual counseling has helped the social, personal and academic adjustment of a great number of individual students within the school group. This has been indicated by pupil progress reports, teacher observations and test results. The program is accepted in the community as indicated by parent cooperation and communication through the administrative personnel. Overall, the objectives are being obtained and the counseling-guidance program is becoming more effective as an educational tool to help the school in pupil adjustment, teacher-pupil relations and teacher-parent-pupil relations.

Name of district or county office: **Hollister Elementary School District**
Address: P. O. Box 1067, Hollister, Calif. 95023
Elementary school enrollment as of March 31, 1969: 1970
Elementary grades maintained: K - 8 Number of elementary schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

(1) To administer and summarize tests and provide interpretations for administrators, teachers, parents, and related local and state agencies in guiding them to better realize each child's individual potential. (2) To develop a guidance oriented approach in each member of the staff so he views and works with each child in a positive manner. (3) To develop a readiness among representatives at related local and state agencies to marshall forces to encourage each student in the Hollister School District to develop a positive outlook toward himself and toward others.

ACTIVITIES:

During the year 1968-69, the program was expanded in the areas of testing, cooperation with special agencies and programs, and teachers awareness of the value of counseling and guidance. The testing program has been expanded above and beyond the state minimums as test information is now gathered at all grade levels. The district has coordinated the activities of ESEA Title I and V-A by employing a Spanish speaking aide and utilizing our school nurse. The counselors have worked in conjunction with these people in many instances. The district staff has cooperated with the newly organized County Mental Health Service and has attended their workshops. The counselors have worked with the Migrant Program and the "Operation Share" tutors.

RESULTS:

One half-time person was added to the counseling staff at the expense of the district. This additional person has made possible increased time for individual and small group counseling. The additional person has enabled us to bring counseling and guidance to more students and for the first time to offer these services to students of the primary grades. Increased use of secretarial help has released the counselors so their time has been used in a truly professional counseling role. The district has arranged to bring university credit courses pertaining to the disadvantaged child, the slow learner, and new concepts in counseling and guidance to the district on extensions from the University of California at Santa Cruz.

EVALUATION:

The impact of the University extension courses and our previous in-service program has resulted in five teachers receiving Pupil Personnel credentials as well as a General Pupil Personnel credential. The Board of Trustees of the District has authorized the addition of one and one-half more counselors in the district out of district funds. This will result in each school in the district having its own counseling staff. The Board of Trustees has again approved the expenditure of district funds for data processing next year. The County Mental Health Service has been used to expand the district services in the areas of psychological assistance by utilizing the services of the Psychiatric Social Worker and the clinical psychologist.

Name of district or county office: Hueneme School District
Address: 354 North Third Street, Port Hueneme, California 93041
Elementary school enrollment as of March 31, 1969: 7022
Elementary grades maintained: K-8 Number of elementary schools: 11

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:
The major purpose of this project is two-fold. Phase one is concerned with identification of children of kindergarten age who are perceptually handicapped. Providing a program to assist children to overcome their perceptual deficits is the concern of the second stage of this study. The concept underlying the program is that school adjustment and learning can be facilitated by providing special help for perceptually handicapped children.

ACTIVITIES:
In May, district-wide screening of all kindergarten students is accomplished by teams of counselors and the school psychologist. Approximately ninety (90) of those children determined to have gross perceptual problems are invited to participate in a five-week summer school. Special instruction, designed to improve perception, is a major part of the summer school curriculum. Work with these same children continues into first grade. A special perception development teacher works with the students, either individually, or in small groups (not more than five), for approximately thirty minutes two times each week.

All enrollees for kindergarten placement in September are also screened. The counselors, school psychologist, health advisers, and speech therapists assist in this screening. Follow-up conferences are conducted with parents of children who exhibit perceptual problems to suggest ways in which the parents may work with the child during the summer. Children will be examined in September for development-age placement in kindergarten classes. The curriculum for the kindergarten program will be adjusted to meet the needs of these students according to their maturational levels.

Methods, materials, and techniques of instruction are drawn from sources such as Ayres, Getman, Frostig, Dubnoff, Winterhaven, Kephart, Cruickshank, Gesell, Ilg, and Parkins, in addition to those developed by this district.

RESULTS:
The experimental groups who were given training in the summer of 1968 scored higher on the Metropolitan Readiness Tests administered in the fall of 1968 than did the control groups. Children from the experimental classes are reading at expectancy. (Results of the Stanford Achievement Tests administered in the spring, 1969, are not yet available for analysis.)

EVALUATION:
Subjective results overwhelmingly support the program. Ratings and comments of teachers and parents indicate that the self-concept, general behavior, and school performance of the children have been greatly enhanced. Results of objective data will be analyzed when the Stanford Achievement Test scores are available.

Name of district or county office: Hughson Union Elementary School District
Address: P. O. Box 188, Hughson, California 95326
Elementary school enrollment as of March 31, 1969: 982
Elementary grades maintained: K - 8 Number of elementary schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To maintain a counseling and guidance program at the seventh and eighth grade levels, with anticipated outcomes being:

1. Counseling and testing of new students and students currently enrolled.
2. Parent conferences to aid students who are having academic problems before those problems become too severe.
3. Working with teachers in regard to setting realistic standards of achievement for individual students.
4. Working with students in regard to academic curriculum in their high school program.

ACTIVITIES:

1. Use of problem checklists.
2. Children's sentence completion items.
3. Achievement tests.
4. Individual and group counseling sessions with parents, students, and teachers.
5. Occupational guides, Department of Employment.
6. McDaniel's Teen Interest Inventory.

RESULTS:

1. An increase in student achievement because of parent's awareness of student's lack of effort in school. This was done with parent conferences as soon as problem became evident.

2. Placement of students in classes in accordance with their ability.
3. Improved students' awareness of high school curriculum.
4. Vocational information and preparation.

EVALUATION:

The project was very successful. Studentr came to the counselor voluntarily for counseling and guidance in a wide range of areas.

The counselor had nothing to do with discipline which made the students feel comfortable in seeking out the counselor when problems did occur.

Behavior adjustments and academic progress, measured with the Mooney Problem Checklist and the Wide Range Achievement Test, have been significant.

Name of district or county office: **Inglewood Unified School District**
Address: **401 S. Inglewood Ave., Inglewood**
Elementary school enrollment as of March 31, 1969: 7,160
Elementary grades maintained: K - 12 Number of elementary schools: 13

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To expand the elementary guidance program by adding appropriate counseling staff to serve grades K-6; to expand the concept of the local school guidance committees; to establish a preventative program for students in all elementary grade levels; to continue the development of a career development program for students and parents in grades 4, 5, and 6; to continue the expansion of group counseling services; and to provide for inservice education in various aspects of the guidance services for teachers, administrators, and other certificated staff members.

ACTIVITIES:

Periodic meetings of the local school guidance committees were held during the course of the school year. The career development programs were developed and continued where developed in previous years. Preventative guidance activities were established for all elementary grades. Parent human relations committees met on a periodic basis to assist in the development of better ethnic relations. Group counseling was achieved through the weekly meetings of five to seven students -- those with behavior problems, underachievers, etc. The experimental plan of exchange visitations with students from other schools within the district was continued.

RESULTS:

Through the use of human relations committees and student exchanges, both parents and students developed increased awareness and sensitivity with regard to other minority groups and developed a greater willingness to become actively involved in the integration process. Students and parents who were involved in the group and individual counseling activities evidenced increased awareness and understanding of their own problems as well as their relationships to other people in their environment.

EVALUATION:

Marked improvement in behavior patterns and level of scholastic work was noted on the part of those students involved in group and individual counseling. Parents, students, teachers, and administrators were singularly unanimous in their acceptance of the elementary guidance program and have requested that the program be expanded for the coming school year. Teachers and administrators directly involved with the counseling program have made specific references to the positive results obtained.

Name of district or county office: INYO COUNTY SUPERINTENDENT OF SCHOOLS
Address: P.O. Box 128, Independence, California 93526
Elementary school enrollment as of March 31, 1969: 1, 129
Elementary grades maintained: K-8 Number of elementary schools: 5

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: This project was developed to:

1) Counsel with children with minor personal problems that disrupt their school life.
2) Help parents and teachers clarify or modify their expectations of the pupil's behavior or ability.
3) Develop group guidance programs about common problems related to school and community living.
4) Provide in-service education for elementary teachers.
5) Refer children needing intensive diagnosis and treatment to the psychologist or proper agencies for assistance.
6) Help students appraise their interests and abilities realistically.

ACTIVITIES:

1) Individual counseling provided for referred students (identified by low achievement on group tests, classroom performance or behavior).
2) Observation, psychological testing and consultation with teachers and parents of referred students.
3) Small group discussions of student-suggested problems as well as problems concerning interests, abilities and vocations.
4) Presentations and discussions at local school staff meetings, and introduction of area guidance workshops for all teachers.
5) Students and/or parents referred to psychologist or mental health clinic, and follow-through maintained.

RESULTS:

1) Increased number of referrals both from teachers and students.
2) Increased demand for psychological services of all kinds in the schools.
3) Improved communication and understanding between teachers and students.
4) Increased awareness of students as individuals with various personal strengths and weaknesses, learning abilities and disabilities.
5) Improved public support and encouragement for local school efforts in working toward quality education for all children.

EVALUATION:

The evaluation committee reported all aspects of the program showed positive results. Community support and enthusiasm for school counseling and psychological services increased. Most effective activity involved observation of students referred, consultation with teachers concerned, home contact developed, and use of psychometrics in developing (with teacher and parent) an "educational prescription."

Name of district or county office: Keppel Union School District
Address: P O Box 158, Littlerock, California 93543
Elementary school enrollment as of March 31, 1969: 1022
Elementary grades maintained: K - 8 Number of elementary schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: One purpose of this project was to identify pupils with problems in the area of "learning disabilities." An attempt was made to identify the "gifted" in order that they might be grouped for an accelerated program, and special testing was carried on to screen those with speech defects.

ACTIVITIES: Working directly under building principals, guidance specialists helped teachers initiate referral procedures and evaluate significant aspects of their impressions of the child in cases where behavior deviated from the norm. Descriptions and guidelines for selection of children for EH classes and for EMR classes were followed as well. Other agency personnel assisted in some of these projects. Special county and district testing programs were implemented, and guidance and testing data were interpreted to parents, teachers and principals. The curricular implications resulting from the new tasks and responsibilities of individuals in a changing society, and the potential of education to prepare individuals for the new society. The school system has developed new curriculum guides for next year.

RESULTS: a. One hundred seventy-seven pupils were administered individual intelligence tests. Most of these were interview-test sessions of therapeutic as well as diagnostic value. Extra time was allotted for this specific purpose.

b. Approximately one hundred-three specific recommendations for improved pupil placement were received and acted upon. These varied from placement in special programs to adjustments in class scheduling or grouping. Children with speech defects were identified in sufficient numbers to warrant need for a special teacher.

c. One hundred conferences were held with teachers to consider pupil placement, the dynamics of pupil behavior, and the development of a curriculum for development of each individual to his highest potential.

d. Twenty parent-teacher-counselor conferences were held to explain the necessity for changes.

e. Seventy-seven administrative conferences were held to consider the significance of recommendations for improved pupil placement. Some in-service meetings were attended to help in consideration of guidance data as an aid in writing a new district guide.

f. Four general meetings were held with representatives of other agencies to coordinate school-agency activities.

EVALUATION: There was an increased sensitivity by teachers to pupil behavior and the personality dynamics in the assignment of academic and social responsibilities to pupils. The dynamics of compensatory education for cultural deprivation were explored to review what is already known about the problems of education and cultural deprivation, and to suggest where responsibility rests, to make recommendations about what might be done to solve some of these problems.

Name of district or county office: Kings Canyon Unified School District
Address: P.O. Box 552, Reedley, California 93654
Elementary school enrollment as of March 31, 1969: 4023
Elementary grades maintained: K-8 Number of elementary schools: 15

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The purpose of the project was to maintain an adequately staffed department of guidance that provides appropriate services for vocational, educational, and social counseling and guidance. Compile significant data for curriculum planning for the individual student and the district as a whole. Assist the teacher and pupil in creating an atmosphere conducive to learning through human relationships.

ACTIVITIES: (1) Administration of the California Achievement Test and the California Test of Mental Maturity. (2) Hold group counseling and guidance sessions. (3) Develop class units on vocations and occupations. (4) Sponsor inservice workshops with teachers on test administration, interpretation and utilization. (5) Set up individual students and parent conference to assist in vocational, educational planning and articulation with the high school program.

RESULTS: The emphasis on extension of the limited homeroom teacher concept has brought more teachers to take an interest in district curriculum planning and also to look at the student individually. A unit on vocations has been developed in the eighth grade and correlates with the orietation and articulation with the high school. Each parent and student was individually counseled during the spring semester.

EVALUATION: Through the emphasis placed on tests and test interpretation, teachers and administrators are taking a more active interest in curriculum development and change. Because of the vocational and educational emphasis, the teachers and the students are planning more realistic long-term educational goals. Vocational planning has been utilized and through vocational planning the student and teacher have established more immediate objectives in the classroom.

Name of district or county office: La Canada Unified School District
Address: 5039 Palm Drive, La Canada, Calif.
Elementary school enrollment as of March 31, 1969: 3,262
Elementary grades maintained: K-8 Number of elementary schools: 5

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The purpose of this project was to prevent or reduce reading failure in first grade for students identified in kindergarten as likely to fail in reading.

ACTIVITIES: (1) Metropolitan Readiness Tests and teacher observations were used as initial screening procedures, followed by Bender Motor Gestalt, Peabody Vocabulary, Draw-a-Man and other testing as appropriate.

(2) During a six-weeks summer program selected children were studied in terms of intellectual strengths and weaknesses, motor skills, visual and auditory perception, language facility (expressive and receptive), and eye-hand coordination.

(3) Selected pupils were counseled in groups of six or fewer, four days per week in thirty-minute sessions throughout the school year with emphasis on academic and emotional growth. Building self-confidence through the provision of successful experiences that could be carried back to the classroom was the primary goal of the counseling/instruction.

(4) Parents were counselled individually and in groups.

(5) In-service training for teachers accrued through counselor/teacher and counselor/teacher/parent conferences concerning diagnosis and remediation of early failure patterns.

RESULTS: Parents, teachers, students and counselors viewed the program as helpful. The quantitative criterion variable was reading achievement measured by the Stanford Reading Test in the ninth month of school. The total number of students in the district falling below Q_1 (state norms) was reduced from 10% in 1968 to 6% in 1969. In a group of similarly identified, untreated children 70% scored below the state median as compared to 38% of the experimental group children.

EVALUATION: The project was considered successful in preventing failure for a number of children. Extensive diagnostic material is on hand upon which a continuing program can be planned for those children resistant to early assistance.

Name of district or county office: **Lafayette School District**
Address: P. O. Box 714, Lafayette, California 94549
Elementary school enrollment as of March 31, 1969: 4,289
Elementary grades maintained: K - 8 Number of elementary schools: 10

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To continue present counseling program and find techniques to help students understand themselves better and relate to their studies, their fellow students, their teachers, and their parents more effectively.

ACTIVITIES:

Individual and group counseling in counseling office (special emphasis on drug usage).
Family counseling.
Group counseling and discussion on closed circuit T. V.
A camping trip with some 8th grade boys and some junior college students.
Kuder Interest Survey administered to all 8th graders.
Tutorial help from junior college students.
Initial screening for educationally handicapped and gifted placement.

RESULTS:

The camping trip proved to be a good way to create warm and informal contact between myself and the boys and between each other. Some boys who were isolates before found some of their inhibitions breaking down and were able to create friendships.

Closed circuit T.V. was used only a few times but proved an excellent way for students to focus on the way they presented themselves to others.

Kuder Interest Surveys administered at the beginning of the year helped open up counseling services in a very non-threatening way for students and families, helped increase family communication, and started students thinking about the value of an education.

Many students reported that individual counseling had helped them to have more confidence in themselves, and they were less afraid to try new approaches to problems.

EVALUATION:

Because the camping trip proved effective in bettering human relations, it could be expanded to include many students.

Increased use of closed-circuit T.V. is contemplated for next year because of good results with the few times it was used this year.

The tutorial help from junior college students continued to be effective, especially in keeping some fringe students from dropping out entirely.

We should continue giving Kuder Interest Surveys during the first part of the year for 8th graders because of the areas of thought and communication that are opened to the students and their families.

Name of district or county office: Laguna Salada Union School District
Address: P. O. Box 1005, 375 Reina del Mar, Pacifica, California 94044
Elementary school enrollment as of March 31, 1969: 9286
Elementary grades maintained: K-8 Number of elementary schools: 15

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The goal of the project was to extend the services of the Pupil Personnel Department including: group counseling, work with students and parents, teacher in-service training, teacher consultation and work with outside agencies.

ACTIVITIES: Upper grade students were seen in counseling groups in which students were able to discuss school-centered problems. Teachers were seen individually and in groups to discuss their concerns. Areas of consultation were: individual children, discipline, developmental problems, control and management problems, home factors, behavior modification, staff communications and school-parent communications. In-service training, both in organized program and impromptu discussions around immediate needs, was initiated. Parents were counseled, both individually and in groups. There was increased opportunity for liaison with community agencies. The project provided an opportunity for better coordination with the high school. Case conferences were held at schools as the principal, assistant principal, nurse, psychologist, counselor, speech teacher, curriculum consultant and the teacher involved met as a team to plan for individual children.

RESULTS: Only two elementary schools were served in the project this year. The demands for group counseling continue to grow as children refer other children with problems and as teachers and administrators see how children improve because of counseling. Teachers continue to respond to the opportunity to clarify their relationships with children and readily involve themselves in both individual and group consultation. Limited use of behavior modification was used with teachers, parents and children. Startling favorable results were noted. In-service work was presented at faculty meetings, grade level meetings and at discussion groups. Educational philosophy, goals of the staff and individual teachers, interviewing techniques, needs of children, child development, teacher expectancies and child expectancies were some of the topics considered in these groups.

EVALUATION: Teachers and students demonstrated their support of the program by their participation. Both teachers and children involved in the program reported better attendance and grades, and less acting-out problems. Administrators demonstrated their confidence in the program by increased referrals and use of the service. Parents reported less friction with their children and a better understanding of the school program. Each counselor was able to spend one-half of his time in one school, resulting in: 26 student counseling groups, 96 students in counseling groups, 44 individual students counseled, 68 case conferences, 244 parent conferences, 1 parent group with 14 parents, 128 parent-faculty-counselor interviews.

Name of district or county office: **Lagunitas School District**
Address: P.O. Box 208, San Geronimo 94963
Elementary school enrollment as of March 31, 1969: 510
Elementary grades maintained: K-8 Number of elementary schools: 2

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The major purpose of this project was to develop a counseling and guidance program which would enhance the educational success of children in the elementary grades (K-8). The means to achieve were: to test and observe children who have learning problems; to consult with teachers and parents who have children with problems; to refer children who need more intensive diagnosis and treatment; to screen children who are in need of remedial help; to provide inservice education for teachers.

ACTIVITIES:

1. General counseling and case studies in all grades.
2. Coordination of the joint school guidance program.
3. Establishment of a systematic K-8 testing program.
4. Screening of kindergarten children for school readiness.
5. Establishment of comprehensive files on children with learning or behavior problems.
6. Evaluation and report on all test data available on children to parents and teachers
7. Consultation to the EH Class and EH Learning Disabilities Class.
8. Development of rapport feedback and cooperation with community agencies serving joint clients - pupils.
9. Promotion of in-service education for teachers about test interpretations.
10. Development of a career experience program with eighth grade students (with field trips to various general work areas).

RESULTS:

1. The establishment of a guidance team coordinated the efforts of school psychologist, nurse, counselor, principal and teacher into a workable multi-approach unit that could study the total scope of the child.
2. Parents were kept informed on guidance activities by case conferences and parent teacher meetings.
3. Teachers received in-service education on test interpretations and types of tests available which has assisted in developing the levels of ungraded program.
4. Improvement in case services by community agencies.
5. Establishment of a EH disability class for grades 4-8.
6. Establishment of a test battery to help screen disabilities of students.

EVALUATION:

As a first year guidance program a sound basis has been developed to provide an essential guidance program. The needs of the pupils, teachers and parents have been more readily recognized.
According to a general survey more time should be expended on observing children, consulting with teachers and parents who have children with problems, and providing inservice education for teachers.

Name of district or county office: **Lakeside Union Elementary**
Address: **12335 Woodside Avenue, Lakeside, California 92040**
Elementary school enrollment as of March 31, 1969: **3,448**
Elementary grades maintained: **K-8** Number of elementary schools: **7**

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: A primary purpose of this project was to provide opportunities for solving social, emotional and academic problems which hinder successful school achievement and adjustment. A development of skill and understanding in interpersonal relationships was a related goal. More effective techniques and avenues of teacher-parent-student communication were planned and sought. Appropriate student placement in the school program was a continuous concern.

ACTIVITIES: The following were activities aimed at accomplishing the stated goals: 1) individual initial conferencing with each girl in 7th and 8th grades with case records up-dated and initiated; 2) individual follow-up conferencing as needs became apparent; 3) group counseling based on common concerns; 4) conferencing with parents, and conferencing with teachers as needs arose, and 5) at specific progress marking periods evaluation of student placement.

RESULTS: Individual conferencing with 7th and 8th grade girls resulted in an awareness of individual needs. Additional conferences followed with those for whom it was indicated and as girls initiated contacts because of the relationship developed during orientation. Group counseling concerning common ideas resulted in another opportunity for understanding in the area of human relationships. The continual conferencing with parents and teachers resulted in parent-teacher-pupil communication and frequent opportunities for evaluation of pupil placement.

EVALUATION: The individual conferencing was an effective method for orienting the girls to the function and value of a counselor and also was an effective method for acquainting the counselor with individuals. The availability of individual oral group interaction gave the girls access to relationships which met their needs.

Parent and teacher communication proved very effective as they became more guidance oriented and realized the existence of greater choices in different situations. The evaluation of pupil placement following a marking period proved revealing and helpful to both teachers and students.

Name of district or county office: Lake Tahoe Unified School District
Address: P. O. Box 3358, South Lake Tahoe, California 95705
Elementary school enrollment as of March 31, 1969: 2398
Elementary grades maintained: K-8 Number of elementary schools: 5

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To introduce methods and techniques, through a guidance program, which would be of a preventive and anticipatory nature first and of remediation second. A program which will reduce our student population's early frustrations in the school environment. To introduce a program designed to provide opportunity for the maximum degree of success for which each child is capable.

ACTIVITIES:

Consultant Services:

Addison W. Somerville, Ph. D., Developmental Psychologist, spoke to teachers and parents on the subject of "Parent-Child Relations, The Psychological and Educational Implications."

Ben Croutch, Coordinator, Learning Difficulties and Physical Education, Imperial County, Calif. Mr. Croutch conducted a workshop for E.H. and K-3 teachers with the basic theme being the significance of physical education in developing academic skills.

The addition of a counselor at the K-6 level and 7-8 level has benefited all schools involved and especially the children and teachers contacted. This has been determined by subjective comments from administrators and teachers alike in the respective schools. A definite drop in behavioral problems was recognized at the 7-8 level. Parents' comments have also been highly commendable of the counseling programs.

The two counselors have employed group counseling as a major part of their respective programs.

MATERIALS INVOLVED IN ACTIVITIES:

1. Winter Haven materials were introduced to K-1 teachers along with the indoctrination tape furnished with the materials. Teachers have been using these materials in conjunction with Frostig materials.
2. The Remediation of Learning Disabilities (A handbook of psycho-educational resource programs) by Robert E. Valett, Ed. D., has been used quite extensively by 1-3 grade level teachers. The coordination between the use of Dr. Valett's handbook and the workshop by Ben Croutch has been exceptionally effective.

RESULTS:

Objective results will be forthcoming with the reporting of the state mandated reading program for grades 1, 2 and 3. Teachers report a definite improvement in educational and behavioral progress - naturally, we hope, as a result of our program.

EVALUATIONS:

All reports, at this time, are of a subjective nature and are highly commendable of the project with particular emphasis upon the addition and use of two full-time counselors.

Each of the school principals has submitted a report of his evaluation of the project's effectiveness. The director has also contacted many teachers individually.

The request is unanimous for more workshops in the use of materials and techniques presented through the project.

Name of district or county office: Lamont **Elementary School District**
Address: 10420 Main Street, Lamont, California 93241
Elementary school enrollment as of March 31, 1969: 1907
Elementary grades maintained: K-8 Number of elementary schools: 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: To continue a counseling and guidance program in grades K-8: (1) to make a finer distinction between children suffering from primary and social retardation and provide a program to meet needs; (2) to provide a testing program that will aid in diagnosing the basic abilities and capacities of each child and provide opportunities for optimum growth; (3) to motivate each child by supplying means and materials peculiar to their interests and needs; (4) to counsel parents and guardians as ways and responsibility of promoting healthier attitudes; (5) to raise aspiration level by encouraging them to realize their potential and to provide feasible endeavors to accomplish these pursuits; (6) to compile a more useful record assessment for each pupil.

ACTIVITIES:

1. **Conducted individual and group student conferences for the purpose of dealing with academic, emotional and social needs.**
2. Assisted teachers in meeting educational, emotional and behavioral needs and remediations.
3. Aided in coordination of better parent-teacher and pupil-teacher relationships.
4. Established an audio-visual program to promote more desirable behavioral and attitudinal patterns.
5. Developed a diagnostic testing program that aided in identifying special needs.
6. Referred, when necessary, to specialists and initialed follow-up.
7. Provided a central file for compiled data to aid psychologist, nurse, administrator, teachers and attendance officers.

RESULTS:

1. Identification and remediation of academic and physical needs.
2. Referrals for professional or specialist aid followed up.
3. Individual screening assisted part-time psychologist.
4. Compilation of pupil data in a central file assisted teacher, psychologist, nurse, attendance supervisor in getting pertinent information.
5. The number of voluntary visits by pupils to Counselor's office attested to the need for this service.
6. Better teacher-parent communication cooperation verified by same in regard to Counselor-initiated sessions.

EVALUATION:

It was determined that much more time and personnel are needed to meet and fulfill our goals. Individual assessment records have aided and will continue to aid all persons in meeting the needs of pupils. Response to availability to Counselor was apparent by the response of pupils. Attitudes and behavior of some pupils were noticeably improved. With the aid of the Counselor, more children with severe emotional, physical and academic handicaps were able to be channeled to specialists for assistance. Better communication was established between parent and school.

Name of district or county office: Larkspur **Elementary School District**
Address: 20 Magnolia Avenue, Larkspur, California 94939
Elementary school enrollment as of March 31, 1969: 1710
Elementary grades maintained: K-8 Number of elementary schools: 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: (1) To assess maturational levels of kindergarten children, identify possible learning problems, place those needing additional work in a transitional class which provides additional time and experience prior to the first grade program; (2) To determine strengths and weaknesses in the primary reading program and to prescribe methods and curricular materials based on diagnosis; (3) To improve and evaluate the record keeping and flexible grouping in our parallel program of reading instruction; (4) To continue our inservice program for teachers on individualized instruction; (5) To begin a program of exploring the world of work (Grades 7-8).

Activities: Two Early Primary classes were conducted. Developmental and learning needs of primary pupils were studied through continued evaluation, subjectively, by standardized tests, and by case discussions. Inservice meetings for teachers provided opportunity for further discussion of evaluation methods and individualized instruction. Individual counseling with parents, pupils and teachers continued to be an important part of the program. A special class and reference center for exploring the world of work was established.

Results: Increased interest in and awareness of the individual needs of pupils has promoted spontaneous study groups and outside course work in this area by teachers. Teachers have become more a part of the team working with community medical groups and diagnostic centers. Two transitional (Early Primary) classes have continued, as well as a reemphasis on the parallel reading program and individual grouping in the classrooms. Extended diagnostic testing in specific subject matter has resulted in special tutoring-type programs to provide needed help. Record keeping continues to be difficult, but increasingly more decisions are made on the basis of deeper understanding of the child. Plans are made for extending the vocational guidance program next year.

Evaluation: The efforts appear to be successful. Teachers are working on individual projects for groups of children, and have requested an extended series of inservice meetings next year to continue the in depth study of individual needs of pupils. More diagnostic tests were requested this year, with still more planned for next year. The value of the transitional classes are now becoming apparent in the decreased problems of participating pupils. Criteria for selection of pupils and goals for the classes continue to be discussed.

Name of district or county office: Lincoln Unified School District
Address: 1956 Stanton Way, Stockton, California 95207
Elementary school enrollment as of March 31, 1969: 3,309
Elementary grades maintained: K-8 Number of elementary schools: 6

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: To continue the current level of counseling at the 7th and 8th grade level providing direct counseling service to students, teachers and parents. The primary purpose of this service was to assist in the identification of students with attitudinal problems in and toward education in general and to further and enhance teacher-student-counselor relationship as well as to help change the attitudes on the part of teachers regarding the counselor versus punitive approach to classroom behavior problems; to assist students to obtain an increased level of maturity that will enable them to work out and solve their own problems; to continue to expand our present relationship with community agencies regarding referral of students with problems that cannot be handled in the school setting; and to aid the teaching staff in the collection, interpretation, and use of information concerning the characteristics and needs of students.

ACTIVITIES: Each counselor gave direct counseling service to 7th and 8th grade students involving personal, social, emotional and academic growth and adjustment problems; case conferences involving counselor, teachers, students, and parents as well as the administrators; counseling sessions with individual students and small groups of 7th and 8th grade students; counselor and teacher conferences as well as counselor-teacher-parent conferences to assist in working through home-school problems; interpreting tests, data, and information; and trying to meet individual needs of students.

RESULTS: There has been a noticeable increase in the use of guidance personnel by parents, teachers, administrators and students, particularly a very noticeable increase in self-referral by students and a noticeable reduction of expressed negative feelings of teachers toward students and vice versa. Fully 75% of all students seen by the counselor in individual sessions are self-referrals. Teacher-initiated conferences with the counselor concerning students have quadrupled. Parent-initiated telephone as well as in person parent-counselor conferences have increased greatly. Many teachers, administrators and students have expressed their opinion that improved communications and morale are attributable to the counseling department.

EVALUATION: Self-referral by students has greatly increased.

Many students initiate more than one conference with the counselor and voluntarily make general comments, which indicates a positive feeling toward guidance services. The number of referrals through outside agencies has greatly increased and the direct as well as indirect feedback indicates generally positive feelings and results from contact with counselors in the school setting. The fact that more teachers are initiating conferences with the counselor indicates their approval and acceptance of the guidance program. Many teachers and administrators have expressed positive feelings toward the counseling department. Whenever a parent has a question about the school program or about his youngster's school problems or program, the counselor is the one generally that receives the call. This increased use of counselor services by parents is indicative of acceptance and approval of guidance services and, in fact, many of the parents have voluntarily commented to this feeling.

Name of district or county office: Live Oak Elementary School District
Address: 966 Bostwick Lane, Santa Cruz, California 95060
Elementary school enrollment as of March 31, 1969: 1,510
Elementary grades maintained: K-8 Number of elementary schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: To continue the guidance program at the elementary level involving a person devoted to this purpose full time.

1. Continued development of better understanding by parents of their children's abilities and limitations.
2. Improved utilization of test data and interpretation of the data to all concerned.
3. Working with individuals and groups to convey information and to assist in the resolution of educational or social problems.
4. Assistance to the staff in the development of its understanding regarding individuals or groups.

The person involved is called a District Counselor as his objective is to be "available" to the staff of each school in the district.

ACTIVITIES: The achievement of the above objectives was dealt with by the utilization of the following methods:

1. Counseling with parents, teachers, psychologist, juvenile agencies, and administrators.
2. Administration of the testing program and the interpretation of the results to all concerned.
3. Providing for the needs of all students, especially those who vary from the norm.
4. Counseling with individuals and groups when help on educational and social problems is needed.

RESULTS:

1. Parents were met and counseled with sooner and more often when situations arose.
2. All upper grade students (6-8) were tested, counseled, and placed in the proper classes on an individual basis.
3. Students in need of guidance for scholastic or social reasons were met with and attended to.
4. Meetings with staff, administrators, and agencies concerned were made when necessary.
5. More students achieved honor roll status.
6. Fewer referrals were made to outside correctional agencies.

EVALUATION: As was indicated above, the scholastic standing of the school was upgraded. This was not only ffected by those who achieved honor roll status, but also by the many more who came near it. There is also the fact that fewer students failed or came near failing though our standards remained the same and in some areas raised.

Again, approval was made evident by parents and teachers as well as others in the community. Most gratifying were positive comments by the students themselves (this also includes students graduated last year who came back to visit)

Because the Director Counselor feels the classroom teacher is the key to guidance, he is convinced he should concentrate more on the in-service training of the staff.

Name of district or county office: Livermore Valley Joint Unified School District
Address: 71 Trevarno Road, Livermore, Calif. 94550
Elementary school enrollment as of March 31, 1969: 8,474
Elementary grades maintained: K-6 Number of elementary schools: 13

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The purpose of the project was to add a full-time counselor to the staff of Almond Avenue School. The counselor has three major responsibilities: counseling, consultation, and coordination.

ACTIVITIES:

1. The counselor worked directly with individual and/or groups of children.
2. The counselor worked with the total staff as individuals and/or as a group as a resource person to help in interpreting behavior, identifying exceptional pupils, and, in general, to help achieve the educational goals of the school.
3. The counselor was involved in specific projects planned to improve human relations, which involved working with any or all of the following: pupils, parents, school personnel, the total community.
4. The counselor was involved in the school testing program by assisting in the interpretation of test data and follow-through.

RESULTS:

All of the above were accomplished successfully. The most significant benefits were:

1. The help that was given to individual children to achieve their educational and/or behavorial goals.
2. The coordination that was achieved between the counselor, the staff and specialists (psychologists, speech therapist, reading specialist, etc.).

EVALUATION:

We feel strongly that counselors are needed in the elementary school, particularly since we experienced the benefits of having one. Because the project was not fully funded and because the school was financially unable to fund the project in addition to what was already budgeted, the program had to be curtailed in February, 1969. Such a project has merit and should receive full financial support.

Name of district or county office: Lodi Unified School District
Address: 815 West Lockeford Street, Lodi, California 95240
Elementary school enrollment as of March 31, 1969: 8,212
Elementary grades maintained: K-8 Number of elementary schools: 29

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The project represented the second year of a five year developmental program in counseling and guidance in a school district which recently unified 19 component districts. The primary purpose of the program was (1) to assist teachers, principals and parents in working with children with behavior and learning problems, and (2) to encourage teachers to use sound guidance techniques in their classroom instruction.

ACTIVITIES:

Activities included (1) regular consultation with principals in planning guidance programs in individual schools, (2) consultation with teachers both individually and in groups in regard to children with learning and behavior problems, (3) individual conferences with parents to help them better understand their children, (4) completion of case studies of selected children, and (5) in-service education seminars for teachers in techniques of individual and group guidance and in psychologically-oriented classroom management techniques.

RESULTS:

Involving principals in planning and implementing guidance programs in their individual schools was highly effective. It appears that a real team effort, involving teacher, counselor, nurse and principal, is being developed in each of the local units. Improved guidance techniques were reflected in the teaching practices in many of the classrooms. Poor attendance patterns were improved through individual counseling.

EVALUATION:

In an evaluation questionnaire sent to 140 teachers and principals at the end of the year 74% expressed their general impression of the counseling services extended to their schools as "highly favorable," 18% as "mildly favorable" and the remaining 8% as "indifferent" and "mildly unfavorable." Seventy per cent stated that the program was a great improvement over that of the preceding year. On the strength of this evaluation, the governing board is considering the hiring of an additional elementary counselor at local expense for the 1969-70 school year.

Name of district or county office: **Los Alamitos School District**
Address: **10652 Reagan St., Los Alamitos, Calif.**
Elementary school enrollment as of March 31, 1969: **4372**
Elementary grades maintained: **K-6** Number of elementary schools: **7**

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The project provided "significant adults" within the district with specific guidance techniques through group in-service training and individual consultation conducted by an elementary counselor. An assessment of guidance techniques needed by first and second year teachers provided a basis for planning and presenting appropriate large and small group in-service presentations.

ACTIVITIES: Probationary teachers' needs for guidance techniques were assessed. First and second year teachers from three schools were invited to meet weekly with an elementary counselor in individual or small-group conferences to discuss guidance techniques. More experienced teachers could also request consultation services and were invited to large-group in-service meetings. The counselor also conducted in-service meetings for teacher aides. Information gained about guidance needs and specific methods for working with teachers was recorded in a handbook for future counselors.

RESULTS: Formal and informal evaluations indicate teachers' alleviation of anxiety in their relationships with children. Beginning teachers consulting the counselor also have been perceived as being more aware and "open" about their problems with children than those who had no one to consult. Administrators and special service personnel have noted this change in anxiety level in those teachers receiving consultation time. Administrators and special service personnel have reported seeing marked growth in many of the new teachers' relationships with children. These teachers have also been seen as knowing where and how to obtain data about students. Requests from teachers and administrators for counselor consultation and in-service presentations have been high. District schools not formally participating in the service have requested many services. Voluntary staff in-service meetings have been well-attended. Teachers, administrators and special service personnel have all rated the program as providing much needed assistance in guidance techniques. This project has also provided increased data regarding needs of newly-employed teachers and new techniques in working with teachers, special service personnel, and paraprofessionals.

EVALUATION: Formal pre- and post-project comparisons of first and second year teachers indicated that they felt they had received help in guidance areas of greatest need. 1968-69 first year teachers expressed fewer "needs" for basic guidance techniques at the end of the year than 1967-68 first year teachers at the end of their first year. A number of teachers and administrators have requested expanded services. As a direct result of the program, the district is expanding the counseling program for the coming year using the information and techniques developed in this project.

Name of district or county office: **LOS ALTOS ELEMENTARY SCHOOL** DISTRICT
Address: P.O. Box 188, Los Altos, California 94022
Elementary school enrollment as of March 31, 1969: 5579
Elementary grades maintained: K-8 Number of elementary schools: 14

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To continue development of a guidance program at the 7-8th grade level, based on the needs of one school, leading to total staff participation in planning and ongoing evaluation, in faculty-student communication, and in increased faculty awareness and involvement in the guidance program.

ACTIVITIES:

The school was assigned a counseling team, consisting of one full-time counselor and a counselor-teacher who counseled and also taught language to two groups of approximately 20 underachieving 7th grade students. Organization skills were stressed in a language program designed to develop oral and written self-expression. Both language arts activities and the discussion of class interaction served as means of assessing counseling needs and as vehicles for developing self-awareness, social consciousness, and self-direction, and for exploring values, attitudes, roles, expectations, concepts and understandings. In addition to social rewards, candy and, later, points were used as a part of reinforcement procedures. Approximately half of these students also met in weekly counseling groups. There was feedback to the staff to increase understanding of individual student's needs and the implications for total school program. In addition to the counseling class program, studies of students were used to increase faculty understanding of discipline problems. In-service training for teachers was provided individually, in discussion groups, and in case conferences.

RESULTS:

There was marked progress in personal and academic areas for most of the students in both counseling classes. Frequent contacts between the counselors and other teachers of the students resulted in greater understanding of the students' needs and in the development of more effective means of working with them. Increasing numbers of the faculty have shown interest in trying out the methods and materials used in the counseling classes. The faculty continues to be concerned with the provision of more opportunities for the exchange of ideas between students and themselves.

EVALUATION:

The counseling class was evaluated by the counseling team, interviews with all teachers having these students (using the attached checklist as a guide), general impressions of faculty members, unsolicited parent comments, informal student comments, and evaluations of their own progress written by the students. In general, there was positive change in many areas, including academic skills, work habits, motivation toward learning, social sensitivity and responsibility, and critical and independent thinking. While gains in quantity and quality of general academic work varied considerably, all students showed marked gains in self-esteem, in self-confidence, in the ability to express themselves, and in sensitivity to others' feelings and problems. Our experience continues to suggest that the counseling class approach is more effective with 7th graders. As a group, these students tended to be more accepting of the program, to develop group cohesiveness more readily, to be more easily motivated and to make more consistent progress. The faculty's greater sensitivity and responsiveness to students are evidenced in their continuing concern with developing effective ways of meeting students' needs. The school district will continue to support this guidance program.

Name of district or county office: Los Angeles County Supt. of Schools
Address: 155 W. Washington Blvd., Los Angeles 90015
Elementary school enrollment as of March 31, 1969: 887,406
Elementary grades maintained: K-8 Number of elementary schools: 1,280

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The position of Specialist in Elementary Counseling & Guidance was continued a fourth year to provide: (1) liaison with State Dept. of Educ. & L.A. Co. districts receiving elem. grants; (2) leadership & assistance to districts in establishment & development of elem. sch. counseling programs & services; (3) consultation & professional in-service with elem. sch. counselors concerning elem. counselor competencies; (4) completion of 1967-68 Follow-up Survey of all K-8 pupil personnel in public elem. schs. in L.A. Co. compared with 1965-66 Survey to determine present & desirable programs and services; (5) publication & distribution of survey data for use as guidelines to elem. & unif. dists. in L.A. Co.; (6) additional resource to staff of L.A. Co. Schs. Off. for strengthening guidance services at elem. level.

ACTIVITIES. The project, "Development of More Effective Counseling & Guid. Programs in Elem. Schs. of L.A. Co. & Providing Leadership to Dists. in Establishment of Such Programs," was carried out by these activities: (1) A series of 13 in-service workshops on "Ways to Approach Task-Oriented Group Counseling at Elem. Level." (2) 4 visitations to on-going projects: (a) Rowland - "Identification & Counseling of Potentially Talented Elementary Children"; (b) Duarte - "Early Identification & Intervention of Learning & Adjustment Problems"; (c) Alhambra - "Video Tape Demonstration of Techniques of Group Counseling at Elementary Level"; (d) La Canada - "Preventing Predicted Reading Failure." (3) 3 Gesell Institute Follow-up mtgs.: (a)"Eval. of & Projections for Gesell Institute Workshop"; (b) "A Report About Two Educational Programs for Young Children"; (c) "Academic Readiness Scale--Another Program for Young Children." (4) July 1969 2-week workshop on "Group Counseling in Elementary Schools," co-sponsored by UCLA Ext. and L.A. Co. Supt. of Schs. Off., Div. of Res. & Pup. Pers. Serv. in which there will be presentation & practice of 6 differing approaches useful at elem. level. (5)"Regular" Steering Com. mtgs. to plan follow-up activities to 2 July 1968 workshops resulting in fall & spring series, and to make preliminary plans for county-wide "Educational Teams" workshops. (6) Program Planning Com., established at request of Reg. Steering Com. to plan Co.-wide "Educational Teams" workshops (2-yr. plan). (7) Res. & Pup. Pers. Serv. Div. Com. to plan Gesell Workshop Follow-up. (8) Summary and comparison of data of 2 Surveys of "K-8 Pup. Pers. Workers in Public Elem. Schs. in L.A. Co." (9) Mailing of written Survey summary to all elem. & unif. sch. dists. of L.A. Co., June, 1969. (10) Special mtg. planned in cooperation with State Dept. of Educ.: "Development of Pupil Information System," Culver City Unif. Sch. Dist.

RESULTS. (1) The above in-service activities resulted from participant requests & evaluations of workshops, mtgs., visitations, & self-defined position needs of elem. counselor. (2) Large attendance at above mtgs. followed by requests to Co. Off. and to dist. personnel to share pilot project findings indicate high interest of elem. counselors in increasing professional competencies and effectiveness. (3) Work of Regular Steering Com. in planning follow-up mtgs. of 2 July 1968 workshops broadened into special program planning com. for proposed "Educational Teams" workshop, 1970-71. (4) Follow-up Survey Findings Report has involved Res. Sect. & Data Processing Div. personnel in compiling & analyzing extensive data.

EVALUATION. (1) Since creation of a position, filled by an experienced, credentialed person competent to provide leadership, dist. requests for services in elem. guid. & counseling activities have continued to expand. (2) Report of Survey findings will be mailed to L.A. Co. elem. & unif. dists., for use as guidelines in improvement of elem. counseling & guid. programs & services.

Name of district or county office: Los Angeles Unified School District
Address: 450 North Grand Avenue, Los Angeles, California 90054
Elementary school enrollment as of March 31, 1969: 358,641
Elementary grades maintained: K--6 Number of elementary schools: 434

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:
The principal objective of the group counseling program was to improve the social and academic adjustment of elementary school pupils with a long term view of increasing the holding power of the school. Secondary objectives were: 1) To continue exploring the effectiveness of group counseling, 2) To develop hypotheses as to the factors essential to effective group counseling, and 3) To develop a design for evaluating the group counseling.

ACTIVITIES:
One counselor was assigned full time to one elementary school and;

1. Rendered group counseling services particularly to pupils with behavior and/or learning problems.
2. Served as a resource to counselors conducting group counseling procedures in other elementary schools.
3. Assisted with group counseling workshops conducted for elementary counselors.
4. Provided consultant services and group counseling for teachers and parent groups at the experimental school.
5. Developed measures for the assessment of change in pupil attitudes and behavior following group counseling intervention.
6. Expanded the group counseling guide.

RESULTS:
Preliminary results indicated a positive change in children's behavior and attitude toward school and in behavior at home as measured by behavior inventories and parent questionnaires. No significant change in academic achievement was noted.

Teachers reported a better understanding of children's behavior and a more productive learning environment as a result of their discussion groups.

School administrators reported fewer referrals of children by teachers because of disciplinary reasons.

Counselors initiating group counseling in other elementary schools found the consultant help supportive and informative.

EVALUATION:
Evidence gained from pre- and post testing indicated a growth in positive attitudes and behavior at home and at school.

Throughout the year there were many requests by teachers for more group counseling for children and more guidance in-service for teachers. The principal favored continuation of the program.

Although the parent group was relatively small because of number of working parents, the general feeling expressed was that it was very helpful.

Name of district or county office: Los Gatos Union School District
Address: P. O. Box 367, Los Gatos, California 95030
Elementary school enrollment as of March 31, 1969: 3884
Elementary grades maintained: K-8 Number of elementary schools: 6

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: 1) To test further the effectiveness of the role of a building level guidance person known as a counselor-teacher.
2) To provide more and prompt guidance services to maladjusted and failing children in a K-6 school.
3) To integrate counseling with prescriptive remedial instruction for those children whose self-image is negative because of lack of success in school.
4) To help the children develop a success identity.

ACTIVITIES: 1) Counseling and teaching children (K-6) who are maladjusted in relation to their school environment.
2) Consultation with teachers regarding classroom concerns of behavior, educational needs, curriculum adaptation to needs.
3) Consultation with parents to gather additional data on students, to obtain parental cooperation in solving children's problems in school. Guiding parents in constructive ways of reinforcing school efforts.
4) Counseling with 6th, 7th, and 8th grade students who are referred by self or others for help with social, personal, or academic adjustment problems.
5) Problem solving with full or part of the children in a class.

RESULTS: 1) Almost all of the children in the counselor-teacher project showed more improvement in academic achievement than was anticipated that they would without this help. This is based upon a judgment made and written by their teachers on each child.
2) Almost all of the children in the counselor-teacher project showed a better attitude toward school as evidenced by a rating of their attitudes toward school and their teachers.
3) Most of the chidren showed evidence of more adaptive social behavior as evidenced by written anecdotal reports by the classroom teachers and counselor-teachers.
4) Most of the participants in the counselor-teacher project showed evidence of good growth in emotional maturity and responsible behavior.
5) The large group counseling project got started, but has a long way to go. Ten teachers and approximately five hundred children were involved. We have learned late that to teach teachers to problem solve with their students in the classroom is no small undertaking. Indeed, they need much demonstration, support, in-service training, and almost daily evaluation sessions with the counselor in order to carry on this program. In the initial large group counseling sessions, the counselor must be present to conduct and model the sessions. Then, of course, it requires close supervision and support from the counselor when the teacher takes over as group leader.
6) Ten teachers were involved in one in-service training program and three in another directly related to this project.

EVALUATION: The projects on the whole were very successful. Some teachers were not accepting of the new programs, however. The projects will be continued during the coming year. Counselor-teacher--regular teacher communication was much improved this year by setting aside a specific time for conferences between the two.

The large group counseling has great possibilities, but it will require a tremendous amount of guidance personnel time and training of teachers.

Name of district or county office: Los Molinos Unified School District
Address: P. O. Box 88, Los Molinos, California 96055
Elementary school enrollment as of March 31, 1969:
Elementary grades maintained: K-8 Number of elementary schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-[illegible], NDEA - Elementary

PURPOSE:

To reduce behavior problems and improve achievement in the upper elementary grades.

Test results were used in grades K-3 to provide curriculum and placement of students according to their needs. Also, counseling with parents in order to lead them to a better understanding of their child's ability and problems was attempted.

ACTIVITIES:

The use of small group and individual counseling with upper grade children helped to improve self-concept and aided in reducing behavior problems and improving achievement.

Ability and diagnostic tests were given to younger (K-3) students who were having adjustment or learning problems. This was augmented by classroom observation by the counselor who with the teacher involved prescribed a change in curriculum and/or modification of behavior interferring with the learning process.

Group counseling with parents was attempted again plus home visits in order to explain curriculum changes and the learning difficulties of individual children.

RESULTS:

Behavior problems were not reduced but the students involved in the project received fewer office visits than last year. Seventeen students had better scores on achievement tests while fifteen of these same students improved their grades.

In K-3 one child was placed in another class, 6 were placed or slated for special classes, 12 showed much improvement through curriculum or handling changes.

Parents failed to attend small group counseling sessions, but home visits were successful. Evening visits were arranged to include fathers. Parents were grateful to be able to talk about their children's problems and to get advice on how they could help.

EVALUATION:

Behavior probems were evaluated by simple count. There was no reduction but individuals improved. Otherwise the improvement in achievement was noted by tests and grades in behavior by teacher and parent reports.

Name of district or county office: Los Nietos School District
Address: P. O. Box 2006, Los Nietos, California 90606
Elementary school enrollment as of March 31, 1969: 2997
Elementary grades maintained: K-8 Number of elementary schools: 5

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: (1) to refine the general guidance program encompassing the entire student body and professional staff, (2) to build a better self-referral program through individual and group counseling and classroom guidance presentations, (3) inservice and follow-up work with classroom teachers, (4) to continue the Guidance Committee within the 7th and 8th grades to enable personnel to better understand and intervene in individual pupil problems, (5) to develop a better articulation of the intermediate student to the high school, and (6) to coordinate and evaluate all group testing at the intermediate school.

ACTIVITIES: Classroom guidance presentations were continued to supplement instructor's program with various media of audio and visual materials. A sampling of such material includes listening tapes presented to classes and small groups at listening posts covering basic skills, values, and self-awareness topics. Film strips concerning family relations, use of money, drugs, honesty, responsibility, criticism, popularity and vocational direction were included in large and small group instruction. Many student pamphlets and leaflets have been added to Student Information Center which is housed in the Guidance Office. These materials are brought to student's attention through the "Guidance Corner" which appears in the weekly bulletin. The counselor was involved in at least six (6) guidance oriented meetings in a cooperative Los Nietos School District and Education Association endeavor to bring together all the professional staff in the school district. Professional speakers concentrated on in-depth areas of "discipline" and "Developing a Self-Concept." All the 8th grade students (325) including the E.M.R., were taken to the Los Angeles County Career Guidance Center for the second year. This field trip included pre and post planning and evaluation with teachers and students.

RESULTS: The counselor is better utilized in a total school involvement. Availability of counselor to orient new teachers and students in class activities was beneficial. Counselor was instrumental in the development of new reporting systems, citizenship and scholarship procedures. Greater awareness of sound guidance principles by both students and teachers.

EVALUATION: Classroom presentations were highly receptive by both students and teachers. Supplemental information allowed the teachers to be participants and the students responded to guidance oriented problems more enthusiastically. Teachers became more understanding of student problems by being involved in the Guidance Committee and expressed their pleasure at the results they received. A questionnaire evaluation of the six professional meetings returned high acceptance by teachers as indicated by their implementation of suggestions in their classrooms. A better understanding of children was also evident in their responses. Teachers and counselor to work with the whole student body rather than an isolated group.

Name of district or county office: Madera Unified School District
Address: 1902 Howard Road, Madera, California 93637
Elementary school enrollment as of March 31, 1969: 5,471
Elementary grades maintained: K-8 Number of elementary schools: 13

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: To continue to develop and refine our K-12 counseling program in a rural unified school district, and to act as a model for similar schools or districts. To achieve this goal, new ideas, programs, and methods (to Madera) had to be encouraged and evaluated within each school in the district.

Activities: The six elementary school counselors and the twelve building principals were asked to initiate new (to Madera) counselor activities within their respective schools that would serve as a pilot activity.

The activities in each school varied and had varying degrees of success. They included video taping, various types of interviews, home visits to parents of children having difficulties with reading, occupational information units following Dr. Happock's procedures in grades 4, 6, and 8 with resource people from either the community or from the children's parents, administering diagnostic tests to children who are not progressing at their anticipated rate, teacher-parent-principal-counselor conferences concerning children suggested for possible retention, assisting teachers who have E.H. children better understand the students' needs and to help prepare classroom materials, use of group counseling upper elementary grades, taping group team meetings with the counselor-nurse-speech therapists-reading specialists and psychologists to evaluate a student's progress and to establish methods of instruction, and a few others that space will not permit listing.

Results: A total of 15 different activities **was** tried in the district. After each of the counselors and principals decided upon one or two new activities, they were discussed in our inservice meeting. Several activities were the same, and the ideas had to be modified slightly to include a new or different approach. By the conclusion of this school year, all of the activities will have been completed.

Evaluation: To perform a complete evaluation is rather difficult after one year. The counseling staff and principals have decided upon certain activities to use again or modify for next year and other activities to eliminate. Of the 15 activities explored, 12 will be used next year in one or more schools in the district.

The student-teacher-parent reaction to the occupational information units at the sixth grade level **using parents as resource people was** excellent. The parents of the children were very willing to participate if they could answer questions and not have to lecture. This did require some additional work by the counselor to prepare the students for the activity and in making the parental contacts.

The video-taping of counselors in various types of interviewing situations was done in a limited fashion over a period of four months, and the reaction of the counselors and their comments indicate that this will be a valuable tool for inservice education. This will be continued more extensively next year for professional improvement.

Name of district or county office: **Manteca Unified School District**
Address: **400 E. Yosemite Avenue, Manteca, California 95336**
Elementary school enrollment as of March 31, 1969: **5,532**
Elementary grades maintained: **K - 8** Number of elementary schools: **11**

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The purpose of the project was to build upon a pilot program to expand counseling services to students, teachers and parents, both as individuals and as groups. The over-all objective was to demonstrate the value of elementary counseling so that services could be expanded to remaining schools in the district.

ACTIVITIES:

The psychologist, psychometrist and counselor held in-service meetings with teachers and parents. These included faculty group and panel discussions to various PTAs and to parents of pre-school and kindergarten children in the district. This year, the elementary school counselor met with and counseled a group of parents on a weekly basis, and also included the kindergarten teacher for several sessions. The elementary counselor divided her time equally between the two schools, held regular office hours, and in addition to the scheduled activities, made many impromptu contacts with students and teachers.

RESULTS:

No comparison was made with previous years regarding the number of counseling sessions, or the number of students counseled, but comments made by teachers, parents and school principals indicated that they would like to have this type of program expanded. The most improved interest shown this year was that of elementary school principals who have greatly supported the expansion of a K-8 counseling program.

EVALUATION:

The elementary school counselor interviewed parents, teachers and students. The majority of the responses from the interviews indicated that counseling was beneficial. There were a number of persons interviewed who felt that more emphasis should be placed upon the 7th and 8th grade level, and many others who felt more emphasis should be placed on the K-6 level.

Name of district or county office: Maricopa Unified School District
Address: Box 755, Maricopa, California 93252
Elementary school enrollment as of March 31, 1969: 255
Elementary grades maintained: K-8 Number of elementary schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. To add a part-time female counselor to the program.
2. To add an additional male counselor to the program who would be assigned to take care of the elementary testing program and counseling.
3. To expand the program to include home visitations and schedule conferences between teachers and counselors, and teachers and psychologist.

ACTIVITIES:

1. One of the female staff members was assigned counseling in the elementary and high school.
2. A sixth grade teacher with a pupil personnel credential was employed and assigned counseling.
3. Conferences were set up between teachers and counselors twice each semester.
4. Home visitations were set up on a selected basis.

RESULTS:

1. The number of counseling interviews on the elementary level increased.
2. Both the boys and girls had a counselor they could go to, although they were free to see the counselor of the opposite sex.
3. The teachers were made aware of test results and their information helped them understand their students.
4. We made contact with those parents who were not attending the regular conferences by making home visitations.

EVALUATION:

The staff felt like the expanding of the guidance program in the elementary school was very beneficial. Coordinating this program with the high school should help the high school counselor to become aware of students with problems sooner. By making time available for the teachers to sit down and discuss test results with the counselors, **we made more efficient use of the material we have been accumulating.**

Name of district or county office: Marin County Superintendent of Schools
Address: 201 Tamal Vista Blvd., Corte Madera, California, 94925
Elementary school enrollment as of March 31, 1969:
Elementary grades maintained: Number of elementary schools:

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To provide coordinative and consultative services in all pupil personnel service areas to Marin County school districts and agencies which have some guidance related involvement with school age youth.

ACTIVITIES: The coordination and consultation activities were provided by direct contact with individual personnel of local school districts and community agencies, participation in **special** committees and organizations, through the publication of printed guides, articles and special correspondence, and by a number of guidance workshops.

The reduction in project funds reduced the amount of time available to project activities, but there was still some increase in services due to the project being in its second year.

RESULTS: Involvement with the Allied Juvenile Agencies of Marin continued at a significant level with major responsibility for the development of a "Youth and the Law" handbook which will be distributed to every Marin family in September, 1969. This inter-agency group further established its role and diversified its responsible influence on matters effecting youth in Marin County.

In-service programs for guidance personnel were presented in three major countywide workshops during the year in addition to the consultant-led seminars.

EVALUATION: This project will not be continued during the 1969-1970 school year due to the **non-availability** of funds. Despite the fact that this indicates failure of the project to win the contest with other projects for local funds, the number of services rendered, programs more adequately organized, and the increase in inter-district-agency cooperation indicate a significant level of success. The current transition of this office away from coordination services in both guidance and vocational education seems to result exclusively from the lack of available funds and the fact that local districts wish to independently conduct their own programs. This latter trend seems more to be a matter of priorities than a real disinterest in cooperative, multi-district programs, and may well change again in the future.

Name of district or county office: **Mariposa County Unified School District**
Address: **P. O. Box 8, Mariposa, California 95338**
Elementary school enrollment as of March 31, 1969: 805
Elementary grades maintained: K - 8 Number of elementary schools: 9

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To upgrade the present elementary counseling and guidance program and to institute counseling in the elementary schools of the Mariposa County Unified School District. This purpose was pursued as indicated in the title of the project. Due to a change in personnel and their misunderstanding of the scope of their duties, it seemed more expedient to bring the program closer to the elementary schools. Therefore, Mr. LeRoy Train, school psychologist with a pupil personnel credential, was given the responsibility of directing the program in cooperation with Mr. Erik Bruun, General Elementary Supervisor. Mr. Train's services were obtained by contract with the Fresno County Department of Education for one day per week, (20 days total).

ACTIVITIES:

The counselor-psychologist contacted local administrators and began to develop aims, goals and understandings of the context and containment needed in proper counseling. Confidentiality was stressed. Relative strength of educational, class and community knowledge and understanding are important to realize by the teaching staff.
Group and individual counseling was done. There was an attempt to follow up several cases more than once.
In order to evaluate and to diagnose properly for better directed counseling, psychological testing was done. These results are used as privileged information. Guidelines and ideas for counseling help in general and in individual cases were suggested to the educational staff by the counselor-psychologist.
By using the counselor-psychologist in this way, another person (also a school psychologist) was freed to do more work in other schools. In addition, he too, was given more time to do follow-up counseling with children, teachers, administrators and parents.

RESULTS:

Involvement and communication developed with teachers, administrators, parents and community. This needs to be followed up and further directed. Pupils' problems were ameliorated in some cases and at the least more understanding of their situations was achieved.

EVALUATION:

1. Teachers were assisted in the recognition of educational and emotional problems, and referral procedures were developed.
2. An orientation program from intermediate grade to departmentalized elementary school was developed.
3. School staffs, on an individual basis, were provided with information collected by the guidance office beneficial to the instructional staff.
4. Some inservice training for school staff members in interpretation of guidance information was furnished.
5. Counseling services for elementary schools were made available one day per week during the school semester.

Name of district or county office: Mark West Union School District
Address: 5187 Old Redwood Highway, Santa Rosa, California 95401
Elementary school enrollment as of March 31, 1969: 807
Elementary grades maintained: K - 6 Number of elementary schools: 2

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The long-range objectives of the Mark West Union School District guidance program focus on encouraging each pupil to achieve optimum growth according to his individual potential, needs, and interests.

CTIVITIES:

Direct counseling with children, singly and in groups, has been the most important part of our program. With the help of the local mental hygiene facility, we have been able to set goals for improved classroom performance of children. Through consultation with teachers and parents, which often resulted in a change in environmental factors, we have sometimes broken the cycle of non-involvement of parents and children in the school. We have attempted (and sometimes succeeded) in coordinating the activities of remedial reading, speech therapy, nursing service, the aides, and the psychologist, for a better learning situation for a child, or group of children.

Individual programming has been started. Dialogues between teachers have gained new depths. Community contacts have been strengthened through visitations of agency representatives.

Because of our concern about prevention, we started to look at children developmentally. We have now the nucleus for a screening program for the coming year.

ESULTS: The establishment of a non-administrative location where the discussion of plans for specific children and their needs can be held is probably our most important achievement for this year. Many children, teachers, parents, and community representatives are now free to come to the counseling office where their ideas will be heard. By encouraging the adults in a child's life to focus on him, we have helped some children to begin to achieve optimum growth.

VALUATION:

Our primary evaluation has been the response of teachers. They were asked if they felt the counseling program had served its intended purpose, and if they wished to continue the program. The response was positive. No formal evaluation has been done with parents, but our increased contacts are self-evaluating. Community contacts are now increased, which also are positive. The children have not been polled, but we have a steady stream of those who would like to discuss something. This is the proof.

Name of district or county office: MARYSVILLE JOINT UNIFIED SCHOOL DIST.
Address: 504 J Street, Marysville, California 95901
Elementary school enrollment as of March 31, 1969: 2,000
Elementary grades maintained: K-8 Number of elementary schools: 20

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The specific objective of the District's guidance program was to (a) initiate and develop a fully comprehensive guidance, counseling, and testing program for intermediate grade schools 6 through 8 in three intermediate schools and provide similar services to three other schools (K-8) having grades 6-7-8, (b) conduct pupil appraisals to understand the pupil's abilities, aptitudes, interests, and other personal assets and liabilities relative to educational and career planning, (c) provide individual counseling to help pupil and parents develop better understanding of pupil characteristics listed above, (d) collect materials for use in the program described above, (e) assist pupils in making the transition from intermediate school to high school, (f) provide group guidance to orient pupils to the school program, (g) provide teachers and administrators with information to plan instructional and curricular programs.

ACTIVITIES: 1. Individual student conferences for purposes of assisting in school personnel and social behavior (to facilitate transition 5th to 6th grade). 2. Worked with group of students in school planning (grades 5-9; to facilitate transition 8th to 9th grade) and problem solving in interpersonal relations. 3. Served as a teacher and administrative resource in individual and group conferences. 4. Met with parents in parental conferences on child, school, and personal behavior. 5. Attended as members of Yuba County Interagency Truancy Board. Assisted in interviews and recommendations for improvement of school attendance. 6. Acted as liaison in referral to outside agencies and District services. 7. Tested and coordinated state-mandated testing in intelligence and achievement and administered full battery achievement for 8th grade. 8. (a) Preparation of brochure for 6th and 7th grade students and parents for individual program planning for 69-70. 9. Preparation of (b) student counseling request forms, (c) teacher referral forms, (d) individual scheduling request forms, (e) elective selection form, (f) teacher's student-behavioral-assessment form, and (g) cumulative record interview report form.

RESULTS: The continuation of a counseling program in the 6-7-8 grades brought about some positive recognizable results: (a) improved school, home and community relations; (b) improved interagency relations and communications; (c) involvement of counselors in promoting student's individual development; (d) provided schools with immediate referral service; (e) involvement of counselors in promoting teacher effectiveness in classroom management of individual student behavior problems.

EVALUATION:

1. The principals stated that a growing interest in the program was evident.
2. Teacher responses have been positive indicating achievement in the purposes of the program.
3. Increased student participation by self-referral, teacher referral, friends-of-students' referral; indicates a need for counseling.
4. Because of the acceptance of and utilization of counseling service more service is needed - counseling and clerical personnel.
5. Improved school attendance of truants due to improved coordination between the Truancy Review Board and the school.

Name of district or county office: Merced City School District
Address: 555 West 22nd Street, Merced, California 95340
Elementary school enrollment as of March 31, 1969: 6774
Elementary grades maintained: K-8 Number of elementary schools: 12

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The adjustment counseling during the after school and evening hours was designed to avert future dropouts and help the students involved in the program to more adequately achieve to a level commensurate with their abilities by focusing on the following objectives: to explore methods of communication, among and with school personnel and the home; to contribute to the student's need to be accepted and experience success; to evolve a common purpose and practice in home and school; to prevent one area from vitiating the practice and purpose of the other; to increase counselor's knowledge of the cultural milieu of the various counselees' ethnic groups; and in fact, to increase the parent's understanding of their own mixed ethnic community. The home-school counselor aspect of the program was intended to strengthen the above listed objectives as well as to provide more frequent follow-up counseling with parents and students in the home and school.

ACTIVITIES: Individual conferences were held with parents and the child and, in many instances, with all siblings. At times when parents could not for some reason come to the school, the psychologist and counselor would go to the home. Counseling sessions were scheduled on the basis of teacher referrals and recommendations of the psychologist or counselor. Parents also made requests to be included in the program. Individual counseling activities were concerned with attendance and tardiness patterns, family communication and dynamics, and sometimes special placement of students. Group counseling techniques were especially fruitful involving community relations within a given school area. The home-school counselor would try to contact the children and parents as often as his caseload would permit to remind them of previous discussions and lend support to progress made by them.

RESULTS: Both programs involved parents of children who were low in achievement, lacked motivation and interest, were habitually truant, were hard-core discipline problems, or were out of control at home. The parents and families of 90 children were invited to one or more counseling sessions. Unsolicited expressions such as: "things are better at home now," by students and parents; "improved tremendously,"by teacher and parent; "communication gap between home and school is better," by school administrators; and "came away from conferences with an appreciation of the schools' role," by parents, served as satisfying expressions of the programs.

EVALUATION: A questionnaire was prepared late in the school year to give to parents for purposes of evaluation. The results of the program, as expressed by parents and shown by the students' improvement in attitude and performance, have shown the team approach made good use of the limited time available for each family. This has permitted use of a direct confrontation approach by using the counselor part of the team in a supportive role. The conferences did establish a greater sense of intimacy and confidentiality which did begin definite positive attitudinal changes in parents. Group counseling involving children of like problems and their parents and with dialogue pertaining to community relations, proved to be successful and should be utilized even more. More two-parent conferences have been held than ever before and parents are asking for both the evening adjustment counseling and the services of the home-school counselor. Concerted efforts should be made to provide these services early enough to be prescriptive and not too late to need correction.

Name of district or county office: Middletown Unified School District
Address: P.O. Box 338, Middletown, California 95461
Elementary school enrollment as of March 31, 1969: 185
Elementary grades maintained: K-6 Number of elementary schools: 2

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The major concern for this year has been:

1. To pin-point areas of learning difficiencies and identify individuals with special problems. Then, with these in mind,
2. To revise the elementary program so that not only will the students who need it get attention, but a new and more efficient approach to learning may result. The project for '67-'68 is a continuation of the previous year's efforts to find ways of helping students realize success and gain self-confidence.

Activities:

Frostig materials were used with all kindergarteners to insure a smooth transition into the reading readiness program. Group guidance with a nucleus of leaders resulted in planning programs, activities and a form of student government which offers maximum experience for elementary students in handling responsibility. An experiment in the third and fifth grades was tried in an effort to encourage students to modify behavior by recording their own. Students with more serious problems were worked with individually using reinforcement techniques. A special project with one student who was unable to learn well is to continue through the summer. Meeting with a parent advisory group allowed some innovations to be presented and explained. One class is experimenting with some of the new Process of Thinking. The staff visited two schools in order to find and plan ways of individualizing instruction. Plans are being made for the 1969-'70 year.

Results:

Group counseling resulted in a nucleus of students taking complete responsibility in all extracurricular activities. Testing proved all but two of the kindergarten children are ready to read. Behavior modification techniques resulted in the solution of many of the more annoying discipline problems and one very serious one. Productive Thinking experimentation has awakened the interest of the staff. The staff's plans for next year are:

1. to individualize instruction and;
2. to devise a new plan for reporting to parents.

Evaluation:

This year has been the most productive year of the Title V-A program. Most of the children in the school have been placed according to ability with extra help and tutoring supplied where required. The results of tests and case studies showed up the need to individualize the curriculum and to work on self-concept improvement. Teacher planning promises greater changes. Behavior modification techniques proved successful and will be continued.

Name of district or county office: *Mill Valley School District*
Address: *P. O. Box 313, Mill Valley, California 94942*
Elementary school enrollment as of March 31, 1969: *3494*
Elementary grades maintained: *K-8* Number of elementary schools: *8*

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: **The districts goals were:**

To expand the present counseling program as the school changes from a 7th and 8th grade school to a 6th, 7th and 8th grade "Middle School," **and to** *help establish the role of counselor as the school becomes divided, three schools within a school.*

ACTIVITIES:

Children are referred by teachers, parents and self-referral. The students are seen alone or in group counseling. Parents are also seen.

The counselor is establishing the role as a facilitator of communication among the many teachers the student has. This is done through the establishment of "children meetings" so that all children can be discussed, just not those who are presenting serious behavior problems. Involvement of both parents, teachers and students has been strongly supported and encouraged.

RESULTS:

Because of breaking down the large school into three small schools and the counselor's role as a "facilitator of communication," there has been a strong feeling on the part of faculty that they are really getting to know children much better. They are able to see the child from other teachers **viewpoints** *so that there can be continuity and consistency in working out plans for children.*

EVALUATION:

The staff is very supportive of what the counselors, through this program, have been able to do. They have found the individualizing so helpful that they want expanded counselor service. We have found that through this method we can establish preventative measures so that we have **fewer** *"crisis situations*

Name of district or county office: Milpitas Elementary **School District**
Address: 1500 Escuela Parkway, Milpitas, California 95035
Elementary school enrollment as of March 31, 1969: 6641
Elementary grades maintained: 8 Number of elementary schools: 12

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The extension of guidance and counseling activities to include 6th grade classes of feeder schools for Thomas Russell Junior High School, and the implementation of a three-year comprehensive guidance program for grades six through eight. The assignment of three counselors at the junior high school, each responsible for a grade level. One at the eighth grade, one at the seventh grade, and the third counselor assigned to work with the incoming sixth graders at each of the feeder schools. Each counselor would move along with a class from sixth through the eighth grade, beginning with a new incoming group after completing the cycle. In cooperation with the individual feeder school administration and sixth grade teacher a counselor would develop a guidance program for all students.

ACTIVITIES: A junior high counselor was assigned to the six K-6 schools feeding the junior high on a full-time basis. The time scheduled for each school was apportioned according to the ratio of students to total project. Three schools received counselor service one day per week and three received one-half day per week. Guidance workshops for teachers and administrators preceded the involvement with students and parents. Guidance units with each class was the primary activity. These were supplemented by small group and individual counseling sessions, by schedule and by referral. Parent conferences and coffee klatches were employed to strengthen school and home communications. Liaison between school and community resources **was** developed through case conferences and home calls. Orientation discussions and visitations to the junior high were conducted for both parents and students. Weekly consultations were held with teachers and administrators for planning of activities according to needs of the school.

RESULTS: Increased awareness of the need for and value of guidance services in the elementary schools. **Feedback** from critiques with parents, teachers and administrators reflected a positive attitude and recommendation to continue program beyond pilot study limitations in both the schools involved and the time.

EVALUATION: Survey questionnaire to teachers and parents indicate a high degree of success in terms of meeting the objectives. This was in spite of the curtailment of all but the consultation portion of the program at **midyear** due to a reduction in funds. At the conclusion of the first year, the evaluation of the project has been a subjective one; however, the follow-up of these classes in their 7th and 8th grade experiences is expected to bring forth an objective evaluation by reviewing items such as frequency of office referrals and tardiness, in addition to academic achievement and reflections of positive attitudes to educational goals.

Name of district or county office: Modoc County Schools
Address: P.O. Box 411, Alturas, California 96101
Elementary school enrollment as of March 31, 1969: 1,334
Elementary grades maintained: K-8 Number of elementary schools: 7

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: A survey revealed a critical need at the elementary level for Guidance Services in the seven separate and remote population centers of Modoc County in the following rank order:

1. Testing and evaluation of elementary school children grades K-8, with interpretation and orientation for children, parents and teachers,
2. Orientation of parents relative to their role in child's education,
3. Diagnosing individual learning problems and prescribing supportive techniques,
4. Prescribe student placement with recommendations, and
5. Review new teaching techniques and curriculum materials.

ACTIVITIES: Four counselors designed a strategy to provide services for all students, (1,334) parents and teachers in seven remote population centers with the Modoc County Superintendent of Schools office in Alturas as a center of operations. Group techniques were developed to enable all of the 1,334 elementary students, parents and teachers, to participate in guidance functions. Group testing, orientation and counseling were implemented with children, parents and teachers participating. Counselors worked individually with groups in teams of two or three involving every student in the program.

RESULTS: All the children (1,334) in the seven population centers were involved in various degrees. Teachers cooperated by setting up group conferences with parents and parents are accepting an active-functional role in the education of their children. Problems are being identified in early stages at the kindergarten and first grade level with good prognosis for positive behaviorial change on the part of parents and children. Teachers are learning new techniques for diagnosing learning problems of children.

EVALUATION: The critical needs identified in this project are being met. All 1,334 students in this program were positively involved. The testing program has provided an opportunity to diagnose weaknesses and strengths and to provide for behaviorial change in children, parents, and teachers. Group guidance is effective in remote population centers of Northern California.

The model for group guidance most helpful to this project was developed by Dr. Merville C. Shaw, Chico State College.

Name of district or county office: Mono County High School District
Address: P.O. Box 477, Bridgeport, California 93517
Elementary school enrollment as of March 31, 1969: 629
Elementary grades maintained: K-8 Number of elementary schools: 5

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The purpose of this project was to identify K, & 1st learning problems, especially those related to perception and coordination, and

To identify children with learning disabilities, confer with parents and teachers to establish a program designed to meet their individual needs.

ACTIVITIES: A preschool screening test was given to all entering 1st grade students. All students with more than 1 "F" on their report cards were interviewed. If testing was indicated, it was done.

RESULTS: Three Educationally Handicapped classes and one Educable Mentally Retarded class were established. Thirty children with learning disabilities were identified and placed in these classes.

Results of the perception screening in the first grade convinced the schools to establish a more comprehensive perception training program in the kindergartens.

EVALUATION: The project has accomplished the objectives. The children with difficulties were isolated and remedial action has been taken. The parents and teachers were quite pleased with the conferences and seem most anxious to continue.

The screening and conferences were measured by success reported in school. The remedial programs are too new to truly evaluate. They will be evaluated by Special Education Consultants next year.

Name of district or county office: Monterey Peninsula Unified School District
Address: P.O. Box 1031, Monterey, California 93940
Elementary school enrollment as of March 31, 1969: 11,160
Elementary grades maintained: K-6 Number of elementary schools: 23

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To reduce the incidence of learning and behavior problems in primary grade pupils.

To facilitate the development of optimal learning conditions for primary grade pupils.

ACTIVITIES:

1. Identified those pupils in the primary grades who appeared to be vulnerable to learning and behavior problems.
2. Identified those pupils who manifested incipient learning and behavior problems.
3. Provided diagnostic information on those pupils identified in 1 and 2 above.
4. Arranged appropriate intervention and/or remedial assistance to the identified pupils.

RESULTS:

Of the 225 primary grade pupils in the project school, 85 or 38 per cent were identified as being vulnerable to or manifested some degree of behavior and/or learning problems as a result of the screening assessments, testing and teacher observations. Each student is followed up via appropriate referral, remedial placement program and/or placement modifications and parental contacts.

EVALUATION:

No formal evaluation has been made as of this time, inasmuch as this project was designed on a two-year basis with an evaluation of the accomplishments to occur during the second year.

Name of district or county office: Moreno Valley Unified School District
Address: 13911 Perris Boulevard, Sunnymead, California 92388
Elementary school enrollment as of March 31, 1969: 4,728
Elementary grades maintained: 1-8 Number of elementary schools: 7

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. To increase the effectiveness of teachers and parents in the understanding of how the child perceives himself and what the child's interests and concerns really are.
2. To increase the number of students whose academic achievement is commensurate with ability.
3. To decrease the number of students referred to the principal for disciplinary action (p. 7 of project).

ACTIVITIES:

Diagnostic techniques were utilized together with the case study approach. Counselors also worked with school and community groups to identify and utilize all appropriate resources. Counselors worked with individuals and small groups suggesting realistic goals and emphasizing success experiences for the students involved. Principles and techniques were suggested for teachers and the principal to consider (paraphrase of project activities, p. 10).

RESULTS AND EVALUATION:

Through observation and knowing the counselees, both teachers and counselors found improvement in the self-image of the counselees. As might be expected this improvement varied from much improvement, to some improvement to little improvement as applied to certain students in the total group. Statistically there was definite evidence that disciplinary referrals decreased. Growth in reading varied among the students. Again there was definite evidence (pre-post test scores) that some students made exceptionally good gains, that others made average gains, and that a few showed little progress.

Name of district or county office: Mountain Empire Unified School District
Address: P.O. Box 98, Campo, California 92006
Elementary school enrollment as of March 31, 1969: 527
Elementary grades maintained: K-6 Number of elementary schools: 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

A family counseling plan which made each counselor responsible for all school children of a family group--depending on the area in which they reside, was designed for the following purposes:

1. To provide additional counseling time by reducing time required in commuting between schools
2. By involving the individuals of a student's immediate environment, it is believed that more effective communication and counseling can be expected
3. By including the family unit, more preventive counseling should be possible, thereby reducing or eliminating future problems.

ACTIVITIES:

1. Individual and group counseling
2. Teacher conferences - providing materials and information needed by and otherwise unavailable to teachers
3. Parent conferences and/or home visits
4. Continue testing program.

RESULTS:

By making individual members of a family aware of the interaction within the group and its effect on individuals having problems, greater concern and insight have definitely reduced some of the problems and it appears that in some instances, future difficulties can be avoided.

Teachers, when being made aware of family situations have shown more understanding and have developed insight into individual problems, thus becoming more effective in their efforts.

Parents express more confidence in the schools. When concern is shown for all students, not just those having problems, parents and students tend to react in a positive manner.

EVALUATION:

Teachers'opinions are that not enough time is available for individual counseling; however, it is possible that through additional in-service training and conferences, teachers will be able to devise effective classroom solutions to many learning problems.

Parents indicate more interest and concern for students'well being, and are more willing to cooperate with the school.

Name of district or county office: Mountain View School District
Address: 2850 N. Mountain View Road, El Monte, California 91732
Elementary school enrollment as of March 31, 1969: 6,147
Elementary grades maintained: Kgn - 8th Number of elementary schools: 10

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The project was intended to prevent dyslexia by discovering its symptoms while the students were still in kindergarten, and providing preventive intervention.

ACTIVITIES: Four kindergarten classes were studied in depth, while two other kindergarten classes were examined for exceptional children who then received remedial help. An additional class served as a control group.

RESULTS: Deficiencies in seven specific areas have been identified:

- Ability to determine right and left
- Eye-hand coordination
- Perception of space
- Visual memory
- Visual discrimination
- Language usage
- Motor development

Correction of these difficulties has proved feasible.

EVALUATION: The project is highly successful. After the four kindergarten classes were studied in depth, and deficiencies found in about one-third of the children, mothers who volunteered for the project were shown how to work with the deficiencies, and they worked ten to fifteen minutes a day with each child needing remediation. Seven to ten days usually proved sufficient. When a child needed help in two or more areas, a review of each previous instruction period was conducted. The preliminary screening device is being used again at the end of the project to see if the remediation was final.

In two additional kindergarten classes, the teachers are giving the children direct help in the seven specific areas as needed.

One class is serving as a control group. Pupils were given the screening device at the beginning of the year, but the deficiencies noted were not brought to the attention of the teachers. Readministration of the screening device at the end of the project will determine whether the deficiencies remain.

Name of district or county office: Mt. Diablo Unified
Address: 1936 Carlotta Dr., Concord, Calif. 94521
Elementary school enrollment as of March 31, 1969: 27,248
Elementary grades maintained: K - 6 Number of elementary schools: 37

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: To evaluate and demonstrate the effective use of the elementary counselor as a part of the overall guidance team, which includes the Consultant in Child Guidance (psychologist), Consultant in Child Welfare and Attendance, and the School Nurse.

ACTIVITIES: A full-time Counselor was provided for Meadow Homes Elementary School. This school serves approximately 650 students in grades K through 6. The school serves an area that is generally of lower-than-average socio-economic level, has many multiple-unit dwellings, many broken homes, and a higher-than-average transiency rate. Achievement levels in the school, according to the State tests, are among the lowest in the District.

The Counselor provided a service to the school that emphasized direct contact with students through individual and small-group counseling contacts. Over half the population of the school was seen at least once by the Counselor. A significant feature of the service was that over 100 students referred themselves to the Counselor.

RESULTS: The Counselor had approximately 2,000 contacts with students during the year. In the same time period, he had about 450 conferences with teachers and 120 with parents. About 75 conferences were held with other members of the Guidance Team in the school. Almost 90% of these problems could be categorized as personal and/or behavioral.

EVALUATION: A variety of techniques was used in an attempt to evaluate this service: (1) Ongoing conferences between the Project Director, Principal, and Counselor; (2) Counselor's log of activities; (3) Questionnaires to teachers and students; (4) Interviews and meetings with faculty and other pupil personnel workers in the school.

All these techniques showed a very high degree of positive response to the service. Teachers and students agreed that there had been improvements in children's behavior and that the whole "tone" of the school had been improved.

If it were possible to continue the project, greater efforts would be made to do more work with parents in groups and individually, and more with larger groups (including classes) of students.

The relationship with other pupil personnel workers was excellent but could benefit from more frequent and regular communication. There was no feeling on the part of any pupil personnel worker that the elementary counselor position was an intrusion on their roles; but, rather, it was seen as complementary.

In general, it was the feeling of all those involved in the project that it had effectively demonstrated the potential value and place of the elementary counselor in our District.

Name of district or county office: **MT. PLEASANT SCHOOL DISTRICT**
Address: **1900 Flint Avenue, San Jose, California 95122**
Elementary school enrollment as of March 31, 1969: 3,455
Elementary grades maintained: K-8 Number of elementary schools: 5

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. To increase the counseling services.
2. To implement a program of vocational and occupational instruction and guidance.
3. To assist elementary and junior high school students experiencing problems with their peers, teachers, and parents.
4. To articulate the guidance program between the elementary and junior high schools as well as between the junior high and high schools.

ACTIVITIES:

1. Guidance services have been effected for 6th and 8th grade students to prepare them for smooth transitions into the junior high and high school programs.
2. Provided specialized assistance to the teachers in the area of handling classroom behavioral problems.
3. An increased number of individual and group counseling sessions were held with youngsters experiencing adjustment, motivational and learning problems as well as incentive sessions with more able learner group pupils. Classroom observations, pupil interviews, and teacher consultations were all involved.
4. A program was worked out with the Pacific Telephone Company that brought industrial resources, such as business people, materials, and audio-visual aids, into 4th and 8th grade classrooms.
5. A career guidance unit was developed for the 4th grade and implemented on a pilot project basis in one elementary school.
6. The Kuder Interest Survey was given to over 200 8th graders who signed up for it as part of career guidance unit implemented for all 8th graders. Eighth graders participated in County Career Day.
7. Action research was conducted on predictability of success in tracking students. Expectancy tables were developed.

RESULTS:

Student interest in searching out possible career goals has been well established. There has been an increased use and interpretation of test results. Pupils have learned acceptable techniques for dealing with their problems and have been assisted in learning to make decisions for themselves.

EVALUATIONS:

1. There has been an increase in the number of pupil counseling contacts.
2. Evaluations written by the 8th graders at the completion of the career guidance unit indicated they had learned much about skills, understandings, attitudes, jobs, and setting personal goals. A survey of 8th graders also indicated that the most interesting new material worked with during the year had been the SRA Occuscaner. Increased use of materials in the occupational-vocational information center gave further evidence of interest in career guidance.
3. Sixth grade principals have requested more counselor time and feel that counseling in their schools has helped with many behavioral and adjustment problems.
4. Fewer discipline problems among 7th graders, who received counseling assistance as 6th graders, have been noted.

Name of district or county office: Napa Valley Unified School District
Address: Veterans' Home Station, Yountville, California 94599
Elementary school enrollment as of March 31, 1969: 8333
Elementary grades maintained: K-6 Number of elementary schools: 24

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

PURPOSE: The main purpose of the elementary school counselor was to help facilitate the overall educational process along with a guidance oriented school. She was shared between two schools and given responsibilities in the area of guidance.

ACTIVITIES: The counselor worked directly with teachers, students, other school personnel and other agencies. She worked closely with all aspects of the educationally handicapped program. Although time was spent in testing and interpreting tests, the emphasis was on those activities that included individual counseling, small group guidance, and classroom discussions. Many activities were related to the entire student body and not just the problem children.

RESULTS: Both schools became more guidance orientated. Flexibility of handling problems was greater. A sound basis was provided for counselor-teacher cooperation and guidance techniques used in the classroom situation. There were some changes in attitudes toward learning. Staffs showed an increased emphasis on guidance services both through using the counselor and using themselves as counselors.

EVALUATION: By having a counselor visible and active in the schools during school time, teachers were able to receive direct and tangible help with students having learning problems. Teachers were educated regarding the appropriate and inappropriate kinds of referrals. Students became aware of their own personal problems and several different methods of handling them.

Name of district or county office: National Elementary School District
Address: 801 E Ave., National City, Calif. 92050 (P.O. Box Y)
Elementary school enrollment as of March 31, 1969: 5032
Elementary grades maintained: K-6 Number of elementary schools: 9

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The unique qualities of this project involved working with parents and helping them to apply the principles of the Parent Effectiveness Training program and behavior modification philosophy to their management of each pupil referred. Individual and group parent conferences were conducted, as well as pupil encounters and teacher-principal conferences. Each attempted to reappraise the pupil's behavior, to ascertain which management techniques produced acceptable behavior and which precipitated unacceptable conduct.

ACTIVITIES: Referrals from teachers, principals and parents in two schools identified those pupils encountering difficulty in behavior and self-control at school or home. Parents, pupils and teachers were seen individually to assess the problems. Later, peer groups of parents and pupils were developed. Immediate, continual follow-up provided valuable feedback and acted as a built-in correctional system in implementing and striving for stated objectives. Three parent discussion classes were conducted, two of which met during the day, and one met in the evening. At one school, in addition to the behavior modification program, a group of gifted pupils met weekly, with discussions concentrated on values, self-awareness, and long and short-term goals.

RESULTS: Positive gains as reported subjectively by teachers included: Improved habits in listening and attending, willingness to attempt assigned lessons, improved attitudes toward school, diminishing and in some cases the extinguishing of hostile behavior toward peers and authority figures. The principals reported diminishing hostility and in some cases no further referral of counselees for aggressive, unacceptable behavior either in class or at school. Evaluation at the end of each individual or group session revealed an acquisition by the parents of new insights into human behavior and human interaction. Each indicated he had acquired new concepts which were successful in dealing with his child's behavior, and every one had experienced success in applying one or more of the concepts discussed with the counselor. The year's activity resulted in a total of 547 individual pupil encounters; 294 pupils conferenced in groups; 84 individual parent encounters and 120 parent participations through group activities. Encounters with teachers numbered 142.

EVALUATION: Two forms were used to ascertain the degree of success of the program as seen by the parents and the teachers.
Parents: There was unanimous agreement that these classes had increased their knowledge of human behavior, deepened their feelings for others, developed more self-awareness of their own behavior with the amount of increase ranging from Some to Much to Very Much. There was also increased perception of their own attitudes, in their perception of events, conditions and people, as well as a noted change in the effect of their relationship with others.
Teachers: Teachers requested, by a 2 to 1 ratio, that the counselor time be increased. There was positive indication for the continuation of the Parent-Teacher conferences. Their reports, with regard to the effectiveness of the program, indicated Little, Some and up to Very Much improvement in the behavior of the vast majority of pupils referred. Both principals reported favorably on the program and requested an increase in the counselor's time.

Name of district or county office: Napa Valley Unified School District
Address: Veterans' Home Station, Yountville, California 94599
Elementary school enrollment as of March 31, 1969: 8333
Elementary grades maintained: K-6 Number of elementary schools: 24

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

PURPOSE: The main purpose of the elementary school counselor was to help facilitate the overall educational process along with a guidance oriented school. She was shared between two schools and given responsibilities in the area of guidance.

ACTIVITIES: The counselor worked directly with teachers, students, other school personnel and other agencies. She worked closely with all aspects of the educationally handicapped program. Although time was spent in testing and interpreting tests, the emphasis was on those activities that included individual counseling, small group guidance, and classroom discussions. Many activities were related to the entire student body and not just the problem children.

RESULTS: Both schools became more guidance orientated. Flexibility of handling problems was greater. A sound basis was provided for counselor-teacher cooperation and guidance techniques used in the classroom situation. There were some changes in attitudes toward learning. Staffs showed an increased emphasis on guidance services both through using the counselor and using themselves as counselors.

EVALUATION: By having a counselor visible and active in the schools during school time, teachers were able to receive direct and tangible help with students having learning problems. Teachers were educated regarding the appropriate and inappropriate kinds of referrals. Students became aware of their own personal problems and several different methods of handling them.

Name of district or county office: **NEW HAVEN UNIFIED SCHOOL DISTRICT**
Address: **33480 Western Avenue, Union City, California 94587**
Elementary school enrollment as of March 31, 1969: **3,356**
Elementary grades maintained: **K-8** Number of elementary schools: **&**

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The project was designed to inaugurate and establish a comprehensive counseling and guidance program at the elementary (K-8) level and started at the same time as the district achieved ethnic balance in its schools at this level.

ACTIVITIES:

Five counselors were hired to serve six elementary schools and one junior high. This was done through the use of N.D.E.A., E.S.E.A., and local funds. Group and individual student counseling, in-service training for teachers and administrators, visitations to other school districts who have elementary counseling programs, and development of role definition for elementary counselors were the principle activities of the counselors during this first year.

RESULTS:

Although a new program, the acceptance of counseling as a vital function at the elementary level was soon recognized by the teaching and administrative staff. A new dimension was added to individual services provided students, parents, and teachers at the elementary level. This was particularly significant when it was timed to coincide with the elimination of de facto segregation.

EVALUATION:

Staff and student reqponse indicated acceptance of the program although the need for additional counseling time was evident. Testing and referral services were improved. Data was collected to form a basis for guidelines for future development and utilization of counseling services at the elementary level.

Name of district or county office: Newport-Mesa Unified School District
Address: 1601 Sixteenth Street, Newport Beach, California 92663
Elementary school enrollment as of March 31, 1969: 13,780
Elementary grades maintained: K-6 Number of elementary schools: 25

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: During the 1968-69 school year, the school district continued the learning analyst program in an attempt to assist schools and teachers in the achievement of the objectives established by the district at unification. One of these objectives was to provide for the assistance to students who had learning difficulties through the guidance services. These objectives were met through diagnostic and consultant services, group counseling, individual counseling with pupil, with parent, with pupil and parents, with pupil, parents and teachers, and by in-service education of teachers by specialists referred to as learning analysts.

The district psychologists and psychometrist assisted the Learning Analysts in evaluation of the various aspects of counseling. In addition, the district, under the development lab program, provided a specialist, Dr. David Keirsey, to assist the Learning Analysts in technical aspects of their duties. Bi-monthly meetings for in-service education was held by Dr. Keirsey with the Learning Analysts, in looking at and working toward the improvement of guidance services throughout the school district, but Learning Analysts in particular.

Since the program request submitted for the 1968-69 school year was not funded through Title V-A(NDEA) to its fullest, and only $2,160 was provided to cover clerical time, the district paid for all certificated specialized services and in addition, provided expenditures for clerical salaries over and above that which was funded by the project. The Clerk assisted in:

(1) Preparing test packages for the Learning Analysts
(2) Miscellaneous typing
(3) Reception of test results for the Data Processing Center and
(4) Correspondence

The amounts of funds available to the district this year have been negligible; therefore, the burden was carried almost entirely by the school district, and for this reason, we will not ask for refunding for the coming school year. This does not, however, say that the program is not a good one, for much value has been derived from the Learning Analysts program in the guidance field for elementary schools. The results have been generally favorable in all schools. Students have been identified and assisted to a greater degree than they ever have.

Evaluation: The Learning Analysts have been an invaluable aid to the district, principals, teachers, parents, and students in devising, assisting and working with the various guidance tools. They have been instrumental in developing innovative and meaningful guidance programs through the assistance of our consultant, Dr. David Keirsey. Participation by pupils in this program has had positive results, not only in their learning abilities but also in reduction of some behavioral problems. We plan to continue this program on a district supported basis for the 1969-70 school year.

Name of district or county office: Norwalk-La Mirada Unified School District
Address: 12802 South Pioneer Boulevard, Norwalk, California 90650
Elementary school enrollment as of March 31, 1969: 23,417
Elementary grades maintained: 32 Number of elementary schools: 32

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: (1) To provide more counseling service for pupils and their parents, (2) To reduce the number of discipline cases referred to the assistant principal, (3) To assist in providing the best educational program possible for all pupils, (4) To provide pupils with an awareness of their occupational potential.

ACTIVITIES: (1) NDEA funds made possible increased daily counseling with children, (2) Counseling services for parents, children and staff, (3) Children identified in terms of special needs and programming, (4) Four sessions in each of three classes to discuss occupational potentials, (5) Group counseling of 7th and 8th grades (five groups--10 meetings), group counseling of E.H. children (one group--12 meetings) and group counseling with parents of E.H. children (one group--8 meetings), (6) Panel discussions by high school students (former drug users) on narcotics in science classes, (7) School phobics (five) at beginning of school year, remedied within ten days, (8) Conferences with teachers on personal problems, (9) Meetings with high school counselors, (10) Consultations with parents of children tested and remedial measures discussed, (11) Conferences with teachers with instruction in classroom guidance, (12) Grade achievement and reading tests to E.H., (13) Special emphasis on high school placement of E.H. pupils: (a) Parents involved, (b) Conferences with high school counselor, (c) Visits to E.H. classroom.

RESULTS: (1) Behavioral changes noted and reported by teachers and principal, (2) Parents appreciated the opportunity to talk about tests results, achievement and adolescent problems, (3) Fewer referral to office for inappropriate behavior, (4) School and home cooperation was increased, (5) Outstanding change in entire staff's attitude toward guidance services, (6) Fewer tardies, absences and truancies, (7) Improved communication between intermediate and high school, (8) Teachers improved guidance skills.

EVALUATION:
(a) With a staff of 32 teachers, 13 teachers made referrals to Guidance Services 15 times or more and 16 teachers made referrals to Guidance more than eight times.
(b) Tardies to school in the morning were reduced by 15%.
(c) Absences were reduced by 8%.
(d) Behavior referrals to the Vice-Principal reduced by 30%.
(e) Number of children who referred themselves--82 (with ensuing conferences, ranging from one to 15 meetings).
(f) Children referred by teachers--122.
(g) Children referred by parents--28.
(h) Individual ability and achievement tests administered:
1967-68 -- 61 tests
1968-69 -- 105 tests
(i) 90% of the teachers made positive comments during the year regarding the increased guidance services.
(j) Parents group (E.H.) gave 100% approval to parent counseling and pupil group counseling.

Name of district or county office: Novato Unified School District
Address: 1015 Seventh Street, Novato, California 94947
Elementary school enrollment as of March 31, 1969: 6,726
Elementary grades maintained: K-6 Number of elementary schools: 12

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. To develop and implement procedures of behavior modification with groups of students in grades 5 and 6.

2. To use student aides in the counseling program in the primary grades.

ACTIVITIES:

1. Five groups of 5th and 6th grade boys and girls were seen between 12 and 18 times. The counselor focused his attention on positive student activities both within and outside the group. Reinforcements such as field trips, praise, toys, and tokens were used.

2. Student aides were taught to act as positive reinforcers in primary classrooms. The student aide was assigned to a student or group of students. The aides acted as both models and in operant and respondent conditioning.

RESULTS:

1. There was improved behavior in 8 out of 10 students in the groups. The judgement of improvement was made by the classroom teacher and administrator. Two out of 10 students made no improvement.

2. Student aides have been extremely successful. The behavior of both the assigned students and the aide students has improved significantly. Teacher and administrative response is positive.

EVALUATION:

1. Techniques of behavior modification can be used successfully with small counseling groups. In those cases where no improvement was noted, the counselor was certain that the failure was due to an imprecise focus or inappropriate reinforce, rather than a failure in overall techniques.

2. Student aides have seldom been used in a counseling role. The success of this program has been outstanding and is restricted only by the limits of transportation and the limited time available for supervision.

Name of district or county office: Oakdale Union Elementary
Address: 739 Magnolia Ave., Oakdale, California
Elementary school enrollment as of March 31, 1969: 2003
Elementary grades maintained: K-8 Number of elementary schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To provide individual counseling for the hard core discipline problem, the emotional and the underachiever.

ACTIVITIES:

Behavior surveys were used for all counselees. During the year the classroom teachers were asked to fill out check forms on behavior and academic progress for individuals.

Parents of the counselees were contacted and the counselee and the counseling program were discussed.

Individual conferences were employed each time a counselee was referred to the office for discipline, underachievement or other reasons.

RESULTS:

One or both parents or legal guardian of the counselee were contacted.

In all but two cases a marked drop in office referrals was noticed.

In all cases a drop in seriousness of the referrals was evident.

EVALUATION:

Subjective evaluation by parents and counselors was favorable. It has been determined that more time is needed for the emotional counselee.

The program was considered a success, although areas of weakness were apparent.

1. There wasn't enough time that could be spent on a part time basis with the "hard core" cases.
2. Teachers were not fully aware of the total program's scope and aims.
3. The program could be aided with counselors at the lower grades.

Name of district or county office: Oak Grove School District
Address: 155 Blossom Hill Road, San Jose, California 95123
Elementary school enrollment as of March 31, 1969: 6786
Elementary grades maintained: K-8 Number of elementary schools: 10

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. To increase the counseling services in the district.
2. To establish an effective orientation and registration for sixth grade students entering the seventh grade.
3. To provide orientation and placement testing prior to the opening of school for students new to the district.
4. To establish a guidance file for high school planning and educational, adjustment and career counseling.
5. To provide more individualized counseling for students with learning difficulties.

ACTIVITIES:

1. An additional counselor was employed. His services were extended to the whole district as well as the intermediate school.
2. An orientation for sixth grade students was held at the intermediate school.
3. A registration meeting was held for all sixth grade teachers. They were given a thorough explanation of the seventh grade program and detailed instructions for making recommendations for student placement.
4. A video tape was prepared to acquaint students, parents and district personnel with the role of the counselor in a 7-8 school.
5. An orientation for students new to the district was held two weeks prior to the opening of school. Students were given tests to aid in placing them in proper classes.
6. Free occupational materials were collected and a file with approximately 400 entries was established.
7. Group counseling was initiated once a week for the girls in the learning disability class.

RESULTS:

1. A higher degree of accuracy was achieved in student placement by using the recommendations of the sixth grade teachers.
2. Students new to the district were given the opportunity to become acquainted with the school and the counselors prior to opening day. Administering achievement tests also expedited their placement in the program.
3. The video tape was shown to members of the Board of Trustees. It was well received and appreciated for its informational value.
4. The students involved in group counseling were able to improve in their communications with adults and also developed a better self-image.

EVALUATION:

1. A copy of all academic class changes was kept and tallied. One-third as many changes were required this year as one year ago.
2. The orientation of students new to the district is being evaluated by means of a questionnaire. This has not yet been completed.

The overall scope of the original project was somewhat limited due to limitation of available funds. The counseling staff has agreed that the parts of the project that were carried out were significantly successful so that they will become an established part of the counseling program.

Name of district or county office: Oakland Unified School District
Address: 1025 Second Avenue, Oakland, California 94606
Elementary school enrollment as of March 31, 1969: 37,367
Elementary grades maintained: K - 6 Number of elementary schools: 65

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

This year's project was the last of a planned four-year project designed to develop a model for elementary schools counseling program in Oakland. The first three years the projects focused on teacher relationships, relationships with supportive services personnel, and parent involvement. This year's project was designed specifically to focus on counselor activities with students. It should be noted that at no time during the four years were students not of primary concern. Focus is used only as a means of indicating the element of primary concern in developing the district's plan.

ACTIVITIES:

Regularly scheduled group counseling sessions and other group activities were held at each of the two project schools. Changes in personnel (principal and counselor) at one of the project schools required that the counselor reestablish working relationships. Specific attention was directed to more effective articulation with the junior high schools to which the project schools feed.

RESULTS:

There was active participation by students in the group activities. This participation led to increased requests by students for individual counseling. The consulting role of the counselor with teachers and parents became more evident. This emphasis was particularly true at the project school where the counselor had been in that position for the four years of the project. There were increasing requests from parents for group meetings to discuss the processes of growth and development.

EVALUATION:

The increasing requests from students, parents, and other staff for counselor assistance is indication of the effectiveness of the program. The four years' project has resulted in an establishment of a model for the Oakland Unified School District. Four of the ESEA Title I elementary schools have requested counselor positions for the coming school year. This development probably stands as the strongest base for inferring project success. The request for these additional positions came from teachers at the school sites.

Name of district or county office: Ocean View School District
Address: 2382 Etting Road, Oxnard, California 93030
Elementary school enrollment as of March 31, 1969: 1,721
Elementary grades maintained: K-8 Number of elementary schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The Ocean View School District counseling program was directed toward the improvement of the educational process. This lofty goal was worked for in two basic directions--first was the improvement of the educational setting. This was done chiefly through helping the teachers develop teaching methods to meet individual student's needs based on greater insights into learning theories, and individual student's needs and differences. The second basic direction for improvement of the educational process was that of working with the students to aid them in overcoming any fears, insecurities, anxieties, etc. that may inhibit the student's ability to learn.

These two basic directions for improvement of the educational process were also worked toward in many less direct methods--such as meeting with parents to aid students or meeting with administrators to influence the educational setting.

ACTIVITIES:
In meeting the needs of the students the counselor utilized:

Interviews with individual children, individual conferences with teachers, interviews with small groups of children, faculty discussion groups, discussions with classes of children, in-service programs for teachers, classroom observations, other school district specialists, individual conferences with parents, community resource agencies, education research information, parent discussion groups, and test information.

RESULTS:
1. Both teachers and students were encouraged to make use of the counselor.
2. The counselor met with individuals and small groups of students.
3. The counselor consulted with teachers constantly.
4. The counselor met with parents regularly in small groups and individually.
5. The counselor taught a U.C.S.B. extension class in counseling for our district teachers.
6. The counselor organized and conducted research that heightened teachers' awareness of interpersonal relations in the classroom.

EVALUATION:
Teachers, Students, and Parents were invited to candidly evaluate the counseling program, to point out its strengths, its weaknesses, and to suggest improvements. Following is a summary of the most frequent comment from each group within each area:

Strengths: T -"The positive, sensitive rapport between the counselor and student."
S -"I can trust the counselor--he cares and is honest with me."
P -"The counselor had and communicated positive feelings toward children."
Weaknesses: T -"We don't have enough counselors."
S -"The counselor can't see me enough."
P -"There were not enough parent group meetings."
Suggestions: T -"We need more counselors."
S -"The counselor could be more helpful if he had more time."
P -"There should be more group meetings with parents."

Name of district or county office: Ojai Unified School District
Address: P.O.Box 878, Ojai, California 93023
Elementary school enrollment as of March 31, 1969: 2,629
Elementary grades maintained: K-8 Number of elementary schools: 7

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The 1968-69 project was a continuation of the NDEA Title V-A elementary project which began in 1966-67. The main purposes of the project were improvement in students' behavioral and learning characteristics and increased counseling services to parents, teachers, and administrators. Other goals included: improved guidance records, more involvement of parents of exceptional children, reduced suspensions, and fewer aggressive acts.

ACTIVITIES:

The elementary counselor's duties were similar to those of previous years. These duties included: gathering psychological data, making recommendations, counseling with parents, teachers, and administrators. Parents were referred to outside agencies when appropriate.

The counselor's schedule was one day a week for each of four elementary schools of approximately 350 to 550 pupils each; one day bi-weekly for each of two elementary schools with approximately 100 students each; about one day a month to an intermediate school, grades 7 and 8, with approximately 550 students.

RESULTS:

Consultations with teachers revealed that there were improvements in learning and behavior. In most cases, it was felt that the elementary counselor had provided teachers with valuable information and that the counselor's recommendations had been helpful. Parents usually were receptive to the counselor's recommendations.

EVALUATION:

Children with obvious emotional or behavioral problems were the ones most frequently referred. This type of problem includes hyperactivity, poor attention and concentration, and aggressiveness. Frequently, remediation is at least partly successful, especially if the problems are not too severe. Withdrawn children who do not present a problem in class were referred to the counselor less often. Children with learning problems were frequently referred. Specific remedial techniques,e.g., remedial reading, were helpful in raising achievement. Many procedures, such as increasing amounts of success, additional praise, and improved seating arrangements frequently increased achievement and improved behavior.

The majority of teachers and administrators indicated positive gains as a result of the elementary counseling program.

Name of district or county office: Old Adobe Union School District
Address: 1600 Albin Way, Petaluma, California 94952
Elementary school enrollment as of March 31, 1969: 1,147
Elementary grades maintained: K-6 Number of elementary schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The proposed 1968-69 project was the initial establishment of a counseling-guidance program for this district. The purpose of the project was to lead towards the early identification and counseling of pupils with learning difficulties and the assessment of pupils for future achievement and program planning.

ACTIVITIES: In promoting open and congenial communication with pupils and teachers to help enable them to understand the roles of guidance personnel and to utilize guidance services effectively, classroom observations and discussions and teacher and special pupil personnel conferences were initiated. Pupil self-referral and teacher referral systems were introduced and established for counseling. In order to develop better home-school communication and involvement of parents, presentations to parent-teacher meetings were made, as well as parent counseling and kindergarten coffee clatches. All primary age children were administered a modified (group) Bender Gestalt test to help determine potential difficulties effecting learning. Additional tests were also administered. A perceptual training program was incorporated within the primary level to help meet individual needs and to enrich the remedial reading program. To develop techniques with teachers in the identification of and curriculum planning for children, a developmental placement examination of school beginners was initiated within the Kindergarten program. There was individual and group counseling to help foster pupil motivation to achieve their maximum potential and to improve in pupil relationships with **peers** and teachers.

RESULTS: Open and congenial communication **leads** toward the acceptance and commencement of the said program, and provided direct services to the children and to the significant adults in their lives. As a result of the developmental placement program, there was cooperative planning among school personnel through consultation of staff with guidance personnel. Other outcomes included observable improvement in pupils' motivation to achieve, more acceptable behavior towards school, and appreciable achievement in learning skills.

EVALUATION: The developmental placement program (based on maturity) was well received by the children, parents, and teachers. The general consensus was to continue with the program. The program **led** to the development of a transitional first grade class for children who lack maturity and readiness for first grade. Through early identification of children with some learning difficulties, an educationally handicapped program for primary age children will be initiated. There seems to be a greater need to contribute towards the development of the K-3 program with emphasis on working with parents and teachers through the early identification and intervention of students with learning difficulties and personal problems, and to increase parent and teacher involvement and competency through group counseling and consultation.

Name of district or county office: *ORLAND JOINT UNION SCHOOL DISTRICT (ELEM)*
Address: *201 Mill Street, Orland, California 95963*
Elementary school enrollment as of March 31, 1969: *1182*
Elementary grades maintained: *K - 8* Number of elementary schools: *3*

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1) Determine if there are common strands in the background of referred pupils
2) Enable students to achieve within their capabilities and develop social consciousness.
3) Enable teachers to see each student for his intrinsic worth.

ACTIVITIES: Students who were referred by their teachers for learning or discipline problems but who were believed by their teachers to have average intelligence, were screened by their counselors to determine the type of problems involved. After the initial screening, the counselor worked with the students, the parents and the teachers to help students adjust to school and to develop adequate interpersonal relationships. As part of this, special consideration was given to help teachers see their own attitudes towards disruptive children, to help the teachers find something of intrinsic worth in the child, and to help the teachers accept the children at their own individual levels and to help the child overcome his problems.

RESULTS: In most cases very positive results were achieved; as an example, one girl who is obese who obtained attention by eating dead flies and physically bothering other students was helped to see that she had good points. Through working with her teacher, she was helped to make new clothes for herself which somewhat disguised her obesity, a new hair-do was provided which emphasized her pretty facial features and over a period of months the girl began to lose weight and the resultant girl who graduated from the 8th grade was almost the typical metamorphasis of a caterpillar to a butterfly. Similar examples could be given for other students.

One common strand found to run throughout almost all cases was that of homes broken by divorce, death, or psychologically broken homes. A second common strand was that both parents worked and children were left on their own for long periods of time.

EVALUATION: The project was limited to students in grades two through eight. Teachers in these grade levels were queried as to the benefits to individual students and to their respective classrooms. In all but one case the teachers were enthusiastic regarding the benefits of the counseling program. Parents of students involved unanimously indicated that their children were helped by the program. Even though the district faces financial problems for the coming year, teachers, administrators and parents alike recommended that the program be continued at its present level and that when finances are available that it be expanded.

Name of district or county office: **Oro Madre Unified School District**
Address: **P. O. Box 218, Sutter Creek, California 95685**
Elementary school enrollment as of March 31, 1969: 835
Elementary grades maintained: K - 8 Number of elementary schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The 1968-1969 project was the culmination of a two year program for the elementary schools of the district.

This year a fourth school was included to ascertain those children in the first grade whose behavior or performance suggests that future difficulty can be anticipated. The program was designed:

To provide individual counseling for those students who are likely to become future referrals, and

To provide general assistance to the staff of all the elementary schools.

ACTIVITIES: Individual counseling was provided for first graders. Case conferences were held with teachers and principal for the evaluation of the program.

In grades 4 thru 8 individual counseling and some small group counseling was provided for students approximately once a week.

The counselor acted as an observer in classrooms (4-8) in order to help staff members make early identification of those with learning problems or behavior problems beyond the normal range.

The small group counseling was done mainly with underachievers.

RESULTS: The counselor's role was more definitely defined.

The counselor was accepted as a meaningful addition to the staff.

Parents and teachers often requested the counselor's assistance.

The underachieving students appeared to gain insight and accepted more responsibility for their grades.

EVALUATION: The program was enthusiastically received as evidenced by the increasing number of voluntary teacher and parent contacts with the counselor.

A more realistic view of the counselor's role and contribution to the over-all school program was evidenced by attitudinal changes on the part of the staff.

Name of district or county office: Oxnard **Elementary School District**
Address: 255 Palm Drive, Oxnard, California 93030
Elementary school enrollment as of March 31, 1969: 9122
Elementary grades maintained: K-8 Number of elementary schools: 14

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. Ascertain those children in the first and second grade whose behavior or performance suggests that future difficulty can be anticipated.
2. Provide individual and group counseling to all children screened under item "1" above.
3. Provide individual and group counseling to the parents of children who are likely to become future referrals.
4. Provide general assistance to the staff of the elementary schools.

ACTIVITIES:

1. Individual counseling was provided for students approximately once or twice a week.
2. Individual counseling was provided for all parents of counselees at least twice a semester.
3. Group counseling was provided for students on the basis of once- and twice-a-week sessions.
4. Case conferences were held with teachers, principals, and other staff members for the evaluation of programs in the initial and final phases of counseling.

RESULTS:

Basically this project was designed to reduce the number of children who exhibit extreme reactions toward school. The project has not operated long enough to know if the objective has been met. The reactions of teachers, however, indicate that the counseling program is so popular that the teacher organization has gone on record as favoring additional counselors as their major objective of the year, next to class size and teacher salaries. While not a pupil result, their point of view is taken as some evidence of the program's success.

EVALUATION:

Evaluation was attempted by pre-test and post-test administration of a Draw-a-Person test and through the administration of a teacher questionnaire. The results of the former indicate no appreciable difference between test and retest, suggesting that ability and positive test reactions are not noticeably affected by counseling.

The teacher questionnaire indicated that twenty-four of thirty-two respondents could recognize differences in pupil output or behavior, while thirty-one out of thirty-six felt that they had been helped by the counselor.

Name of district or county office: Pacific Grove Unified School District
Address: P.O. Box 448, Pacific Grove, California 93950
Elementary school enrollment as of March 31, 1969: 1908
Elementary grades maintained: K-6 Number of elementary schools: 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The purposes of our guidance efforts this school year 1968-69 were: (1) to develop a greater awareness and sensitivity toward children's individual and group needs among parents, teachers and administrators, (2) to administer specific group placement tests requested by teachers and administrators and to interpret results to parents, (3) to work with teachers regarding the introduction of special materials for pupils displaying learning disabilities, (4) to counsel with pupils on an individual and/or group basis and (5) to counsel with students not referred for specific behavior problems regarding their own well-being and educational planning.

ACTIVITIES: The purposes of our guidance efforts were acted out through the following activities: (1) extensive parent, teacher and administrator counseling, (2) group testing during beginning part of year in various school programs, (3) individual and small group counselor-teacher sessions re special education materials--where to order and how they might be used, (4) individual and group counseling sessions among children displaying behavior problems, and (5) informal individual and/or group meetings with students, not normally referred.

RESULTS: Basically, the results of our efforts this year have to be examined from 2 viewpoints; first, from those parents, teachers and administrators who have had contact with the two half-time elementary counselors and from those parents, teachers and administrators who have had little or no contact. Those parents, teachers and administrators who have utilized the services of the elementary counselors were very supportive of the program while those who have had little contact were either non-committal or negative. In a questionnaire distributed to teachers (N=48) 74% responded negatively as to whether they consulted with the elementary school counselors on school problems. 74% of these same teachers indicated that they had no difficulty getting together with the elementary counselors if they wanted. Teachers were evenly split regarding their feeling that elementary counseling was helpful toward improving the total school's program. There were numerous parent conferences this year. To date there have been 64 individual conferences and 3 group parent meetings. Though no log was kept there were individual and group counseling sessions held by both counselors. Pupils making up this population were generally designated as educational and/or behavioral problems.

EVALUATION: In sifting through the written and informal comments made by all concerned--parents, teachers and administrators--it appears that our guidance program was too ambitious. A common teacher evaluation was that they would receive help from the counselors with a problem youngster but that the counselor was not consistently available for follow-up which was usually needed. Counselor-pupil ratio at this level needs to be examined vis-à-vis objectives desired for a guidance program. It appears that adequate contact with teachers is predicated upon the amount of time left in a school day after dealing directly with students. Building administrators were less critical of the guidance program than teachers. Their awareness of the counselor's time in relation to the counselor's demand appears to be a contributing factor to this viewpoint.

Name of district or county office: Palo Alto City Unified School District
Address: 25 Churchill Ave., Palo Alto, California 94306
Elementary school enrollment as of March 31, 1969: 7531
Elementary grades maintained: K-6 Number of elementary schools: 21

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To teach the specific techniques within consultation so that guidance personnel can describe the specific acts included and then perform these acts To develop and teach the systematic practice of observation through use of repeatable methods including forms for recording data so that guidance workers will increase the amount of this activity. To put into practice the teacher in-service education model developed under last year's NDEA project. To refine previously developed evaluation techniques and begin to develop new methods for evaluating the outcomes of service so that there will be written procedures and instruments to use.

Activities:

The major activities of the project at the elementary level was the planning and conducting of in-service education program for guidance consultants and teachers. These activities included the participation of guidance personnel in small group meetings for didactic presentations, discussions, and role playing. Individual staff supervision and bi-weekly consultation were also activities utilized. The focus of the activities was to define the techniques in consultation and to develop skills in performing these techniques. Systematic observation procedures were also identified and tried out. Staff in-service group workshops were also conducted on modern group processes to learn about the incorporation of group experiences into the school's curriculum in order to meet the goals of education.

Another activity involved the presentation, analysis, and use of evaluation instruments and procedures previously developed. Individual self-evaluation activities were attempted. The analysis of staff survey methods provided an opportunity to reassess the elementary guidance consultant's role over a three-year period.

Results:

The in-service activities accomplished our basic objectives of teaching specific techniques of consultation, observation, and group processes, and to practice them. This resulted also in some try outs with teacher in-service. As an outcome of this year's program, we have designed a specific, more individualized, approach for staff professional growth regarding the evolving role of elementary guidance consultant. This will be put into effect next year, along with more systematic involvement of teachers in our in-service education.

Evaluation:

Evaluation again focused on assessment of the role activities of the consultant. The outcome we are seeking is a change in the role activities of the consultant that is seen as more helpful, and that, in fact, produces desired results. Therefore, we readministered the Behavior Repertory Form for Psychologists, the teacher and principal survey questionnaire, and our asking each psychologist to plan, review, and evaluate his progress in reaching his own individual objectives. Results suggest that we were moderately successful in achieving our broad objectives. Our new approach next year will be to attempt to improve on our achievement.

Name of district or county office: PANAMA UNION ELEMENTARY SCHOOL DISTRICT
Address: ROUTE 7 BOX 300 BAKERSFIELD, CALIFORNIA 93307
Elementary school enrollment as of March 31, 1969: 2125
Elementary grades maintained: K - 8 Number of elementary schools: 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

- To provide a program of counseling and guidance at the Thompson Junior High School for 508 students.
- To help students, teachers, and parents to understand the social, intellectual, physical, and emotional growth of students.
- To aid students toward their growth toward self-dependence by utilizing the nondirective approach to counseling.
- To compile sufficient information about each child in order to see patterns of development, to identify specific unmet needs, and to guide those working with students in the educational setting.
- To help students develop adequate self-concepts and successful interpersonal relationships.
- To identify leaders of our society - positive & negative.
- To work for better support of the students' educational program through closer home-school relations.
- To help students understand realistically their own aptitudes and interests in order to maintain a sense of respect through working toward reasonably attainable and rewarding goals.

ACTIVITIES:

- Individual counseling for students in the following areas: recognition of problems and use of preventive measures to settle them; follow-up of academic grades; improved school adjustment, and behavior; individual counseling for parents; individual counseling for teachers.
- Group Counseling: Problem solving groups as follows: anxiety-ridden, nonparticipant, special academic, leadership.
- Improved Testing Program - pre- and post-test in special subject areas placement.

RESULTS:

- Teacher Participation: personal adjustment conferences, 80; academic adjustment conferences, 177; total, 257.
- Parent Participation: personal adjustment problems, 34; academic adjustment problems, 88; total, 122.
- Other Agency Participation: 174 contacts concerning students.
- Student Participation: 945 conferences concerning students.
- Reason for Counseling Service: marks, 846; home situation, 183; placement, 286; teacher-student relationship, 308; special training candidates, 8.

EVALUATION:

- Improved school adjustment and behavior as expressed by teachers and parents.
- Improved test results from pre- to post-testing.
- Improved home-school relations.

Name of district or county office: PASO ROBLES UNION **ELEMENTARY SCHOOL DISTRICT**
Address: P.O. Box 607, Paso Robles, California 93446
Elementary school enrollment as of March 31, 1969: 1630
Elementary grades maintained: K-8 Number of elementary schools: 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The purpose of this project was:

(1) The early identification of children with learning disabilities and children of immature emotional or physical development.
(2) The perfection of instruments for use in the above identification.
(3) The encouragement of individualization of instruction.
(4) The education of parents and community in developing more awareness of children's normal growth patterns.

ACTIVITIES: This has been a three-year project and the activities have been the same as the previous year, with the exception of some of the instruments of identification.

(1) September and October: (a) Screening of children for special class evaluations
(b) Ability testing first, second and third grade
(2) January and February: Class Analysis of first, second, and third grades
(3) April and May: Achievement Tests of first, second, and third grades
May: Kindergarten reading readiness tests
(4) All elementary students canceled on a referral basis
(5) Teacher counseling by request
(6) Continued counseling with parents

RESULTS: A second class of Educationally Handicapped children was begun in September, 1968.

A third class will begin in September, 1969.

Also in September, 1969, the district is planning a Junior First Grade for immature children.

Planning for the Junior First Grade was the first time this counselor has been able to interest the teachers and administrators in a coordinated district effort toward a specific goal.

EVALUATION:

(1) Teachers and parents are more aware of what is happening in individual schools because of guidance counselor's involvement in P.T.A. programs.
(2) The early objective screening has made teachers more aware of which children should be observed and the decisions made during the class analysis are becoming more realistic each year.
(3) Contacts between Kindergarten teachers have been very favorable. This applies to some of the first grade teachers also.

Most steps made in this years project have been positive, probably because teachers can see progress being made.

Most teachers appear to feel freer in expressing their opinions on controversial school related subjects.

Name of district or county office: Patterson Joint Unified School District
Address: P. O. Box 547, Patterson, California 95363
Elementary school enrollment as of March 31, 1969: 1462
Elementary grades maintained: K-8 Number of elementary schools: 6

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. To decrease the number of students who drop out before completing high school.
2. To identify potential drop-outs, underachievers, emotionally disturbed, and academically talented students.
3. To help teachers gain insight into possible causes of learning difficulties.
4. To assist in developing and evaluating curriculum.
5. To supply the school staff with data collected by the guidance office and the interpretation of guidance information.

ACTIVITIES:

1. Student cumulative folders were checked for the following:
    a. Retention of one or more years
    b. One year below achievement level both in reading and mathematics
    c. Low grades
    d. Poor scholastic aptitude
    e. Enrollment at numerous elementary schools
    f. Poor attendance
    g. Labeled a discipline problem
    h. Little interest in school or learning and school activities
    i. Marked difference in physical size or emotionally or physically handicapped
    j. Low socio-economic status of family
    k. Low educational level of parents
2. Informational forms were developed to assist counselor in identification.
3. Summary sheets were produced to show the conflicting values of Anglo and Mexican-American students and the possible effect on adjustment to school.
4. Night meetings were held in local labor camps to explain Jr. High educational program.

RESULTS:

1. Counseling services improved with increased coordination between teachers and counselor.
2. A closer reflection on students' achievement, attitude, and general behavior was obtained through use of progress reports.
3. Improved communications with teachers regarding students.
4. Curriculum changes as well as teaching techniques have been affected.

EVALUATION:

1. A closer and better rapport was developed between teachers and guidance department.
2. Summary sheets proved to be an effective method for promoting the awareness of potential difficulties among students.
3. Faculty's concern with student needs led to some specific program needs.

Name of district or county office: **Perris Elementary School District**
Address: **143 E. First St., Perris, Calif. 92370**
Elementary school enrollment as of March 31, 1969: **1042**
Elementary grades maintained: **K-6** Number of elementary schools: **2**

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: **The project was developed to establish a full-time counselor at the elementary level. The main objectives were: to work directly with the pupils, helping them become more mature and self-actuated which will help the student move forward in a positive and constructive way, to help the student grow toward socialization by utilizing his own resources and potentials, to help teachers, pupils, and parents understand the child's ability and behavior, so that they can work with one another in providing the best educational environment for the child, to provide a liaison relationship with other services in the community and county, so appropriate referrals can be made when special needs of pupils suggest provisions beyond what is available in or by the school.**

ACTIVITIES: 1. Administration of a testing program and the interpretation of the results to all concerned.

2. Screen entire results of all test to determine who may need further testing, especially those who vary from the norm.

3. A parent discussion group session was conducted, in the home of one of the parents. This discussion group met weekly.

4. Counseling with parents, teachers, nurse, psychologist, school administrators, and other community and county agencies.

5. Individual counseling provided for all referral students who needed help on educational and social problems. This process resulted in 20 sessions as a minimum, and a case study of the child.

6. Other individual counseling sessions were held on a drop-in basis. Group counseling was established using prior counselees and their friends.

7. Reading-Counseling-Clinic was developed to help children with their reading difficulties.

8. Orientation of all new students and their parents.

RESULTS: 1. Establishment of a diagnostic and remedial program for the child with problems of visual perception.

2. Beginning of two Educationally Handicapped classes will be developed next year as a direct result of the guidance program.

3. Pupils referred to the counselor were those who indicated special problems. This was considered valuable assistance to teachers and the administration.

4. Counselor allowed flexibility in the program to discuss pupil problems and guidance with teachers and parents whenever called upon. Majority of the teachers and significant number of parents made available of this service.

5. Experience with counseling program from K-6.

6. 99% of all students were given an I.Q. Test, 73% were given a reading achievement test, and 54% were given the Iowa Basic Skills.

EVALUATION: Considering that the counseling program was new this year, the progress has been very encouraging.

A number of students came to the counselor voluntarily for counseling and guidance. Teachers' and parents' reactions to the program have been positive and supportive. All wished to have guidance services expanded allowing more children to become involved in the program.

A greater effort is being given to proper placement of a child as required by individual differences.

Name of district or county office: Placer County Office of Education
Address: 1230 High Street, Auburn, California
Elementary school enrollment as of March 31, 1969: 839
Elementary grades maintained: K-8 Number of elementary schools: 2

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

This project was a continuation of the Guidance Program in Rocklin Elementary School which was begun in the 1966-67 school year under an NDEA Project. The purpose was to establish a close relationship between guidance personnel, other school personnel, and parents in order to work toward greater acceptance of guidance services in the elementary school. Emphasis was to be placed on providing help in studying, understanding and working with developmental problems of students.

ACTIVITIES:

Activities which were carried on included:

1. Counseling with students.
2. Testing of students to assist curriculum planning and placement of students to meet student needs more effectively.
3. Regular meetings with faculty groups.
4. Individual consultation with teachers on request.
5. Individual and group meetings with parents on a continuing basis.
6. Liaison with Welfare, Head Start and other agencies concerned with students.

RESULTS:

Group meetings of teachers to study individual students were instigated on a regular basis. Children were counseled in order to assist them in solving current developmental problems. Kindergarten children were screened for developmental level to assist in developing educational programs which would meet their needs. The value of having guidance personnel available for consultation on learning and behavior problems was established.

EVALUATION:

The value of the guidance program in the Rocklin Elementary School has been established by the expression of the value by persons who have been closely involved in the program, e.g., teachers, parents and administration. Most parents were pleased with the placement of their children and understood the program. The teachers in the district wanted a continuation of these guidance services for the coming year.

Name of district or county office: Pleasanton Joint Elementary School Dist.
Address: 625 Main Street, Pleasanton, California
Elementary school enrollment as of March 31, 1969: 3660
Elementary grades maintained: K - 8 Number of elementary schools: 5

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: To initiate guidance services in the middle school (grades 6-8) which would include vocational, educational and personal counseling for students, to assist parents and teachers in their relationships with students, to coordinate with feeder schools for improved articulation procedures and a meaningful testing program and to assist incoming students in making adjustment to their new environment.

Activities:

1. Individual and group counseling with students.
2. Consultation and joint conferences with teachers, parents, students, counselor and school psychologist.
3. Classroom activities which include description of counseling services, orientation to new school, explanation of state testing program and use of test results, vocational and educational planning in terms of high school course selection.
4. Formation of a guidance committee composed of teachers, vice principal, counselor and nurse to provide effective communication channels for guidance matters.
5. Formation of student hospitality committee which provides social activities for incoming students.
6. Coordination and planning of articulation procedures with high school and elementary school personnel.
7. Counselor to serve as representative from elementary school at district, county and community level guidance meetings and conferences providing a channel for communication of guidance matters to faculty, students and parents.

Results: Guidance services never before available, have been utilized productively by 7th & 8th grade students, faculty and parents (6th graders were not served due to the lack of personnel). Over 50% of the students had individual counseling interviews (20% of those were self-referrals), 66 were in regular weekly group counseling sessions, teachers requested consultation with counselor and parents concerning student relationships, parents requested counselor-teacher conferences, coordination and communication with vice-principal on matters of student-school problems were effective. Effectiveness of articulation with feeder schools and high schools will be apparent next fall. Students were aware of purposes of the state tests; test results were interpreted to students and utilized in aiding self-understanding for educational planning, for high school and tentative vocational choice. The major limitation of the project was the lack of time available for adequate involvement of the counselor in the classroom working with students needing assistance in adjusting to the classroom environment.

Evaluation: Although limited by the lack of adequate funds to provide more counselors, the guidance services were successfully initiated; apparent by the numbers of faculty, students and parents utilizing them and expressing their satisfaction. As a result of a student questionnaire, the major recommendation that can be made for improving the services is to provide more counseling staff. This is being done during the next school year by adding one full time counselor to the middle school.

Name of district or county office: Ramona Unified School District
Address: P. O. Box 338, Ramona, California 92065
Elementary school enrollment as of March 31, 1969: 1152
Elementary grades maintained: K-8 Number of elementary schools: 2

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: To continue the preventive guidance program initiated in 67-68; To expand programs of teacher training; To expand program to parent-school involvement; To provide coordinating and consultation services for personnel of Special Classes; To provide and strengthen lines of communication between school and community; To provide effective means of individual grade placement.

ACTIVITIES The counselor continued to offer individual and group counseling services to all children through self-referral or parent/teacher request. Three guidance and curriculum oriented in-service programs were presented as well as weekly opportunities for discussion groups with the counselor. Special services staff meetings were held weekly with teachers concerning the needs of individual children. Frequent school initiated conferences were held between teacher-counselor and parent. The counselor provided 2 PTA programs, spoke for 3 community organizations, assisted parents of Head Start program, wrote articles for the newspaper, as well as initiating several parent-education activities. Screening, evaluation, and placement of Educable Mentally Retarded, Educationally Handicapped, and Pre-First children were initiated for these classes.

RESULTS Over 30 children with special educational needs were identified and services provided for them. The counselor's services were made available to all primary children. Attitudes of parents and staff involved in the services became more positive. Many parents felt positive about school and what it is attempting to do for their children for the first time. First grade retentions are reduced 75%. Three times the number or parent referral to the counselor were experienced over last year. Teachers have noted a lessening of discipline referrals from primary grades. Children feel no stigma when receiving guidance services but rather seek out the counselor.

EVALUATION A point-by-point formal evaluation of the project was accomplished by outside consultants. Through interviews, inspection of records, and personal observations, the evaluations indicated that the stated objectives of the project were being met.

Name of district or county office: Ravenswood City **Elementary School District**
Address: 2160 Euclid Avenue, Palo Alto, California 94303
Elementary school enrollment as of March 31, 1969: 5455
Elementary grades maintained: K - 8 Number of elementary schools: 11

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The purpose of the project was to increase the effectiveness of the school in assessing the needs of pupils; to assist teachers and principals in developing a "climate" in the classrooms that facilitates improvement in teaching and learning; and to develop positive and mutually supportive relationships between parents and the school.

ACTIVITIES: Two counselor assistants (paraprofessionals) were assigned to work in three schools to assist the previously existing guidance team of a school counselor and two school psychologists. The addition of these assistants enabled the three project schools to have at least one guidance oriented individual available throughout the school day to listen to pupils or parents who may have wished to communicate with someone other than a teacher or principal.

The main activities conducted by the counselor assistants were to listen to concerns and problems presented by pupils and parents; to supervise pupils who needed temporary relief from the classroom; and to discuss with teachers, principals and other professionals ways of helping meet the educational needs of the pupils. In addition to the previously mentioned activities, the counselor assistants were at times called upon to transport children home.

RESULTS: Approximately one hundred and nine students were seen at least three times by the counselor assistants. Of these students approximately twenty-five percent were referred to the school psychologist or counselor for professional help. Forty-four percent of the pupils referred to the counselor assistants were sent for temporary relief from the classroom or to have an adult listen to pupils with problems.

The Pupil Personnel Services Department had to initially take the initiative by involving the paraprofessional in order to demonstrate to the teachers how to utilize the counselor aides. Part of the problem seems to be a lack of understanding of the role or function of the counselor assistants. Thirty-seven percent of the teachers surveyed stated they had only limited knowledge of their functions, while fifty-three percent felt they knew the function of the counselor assistant.

EVALUATION: Eighty-two percent of the teachers and one hundred percent of the principals requested services of the counselor assistants. Sixty-four percent of the teachers and one hundred percent of the principals said they had received assistance. Thirty-seven percent of the teachers, and forty percent of the principals said they received very effective assistance. Forty-two percent of the teachers and fifty percent of the principals felt the assistance was of some help. Only twenty-one percent of the teachers and none of the principals felt the counselor assistants offered no help.

During the year, partly as a result of this project, parents of a nonproject school petitioned the school for the services of a counselor assistant. The assistant was appointed and paid out of local district funds!

Name of district or county office: Red Bluff Union School District
Address: 1525 Douglas Street, Red Bluff, California
Elementary school enrollment as of March 31, 1969: 1831
Elementary grades maintained: K-8 Number of elementary schools: 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: To continue and strengthen the counseling program, K-8, in the district's four elementary schools, and, as a result (a) achieve a comprehensive testing program of real help to students, teachers, parents, and counselors, (b) assist students in obtaining the maximum benefit from their school experiences, (c) assist teachers, parents, and administrators in understanding and meeting the developmental needs of children, (d) assist students in the development of sound personal, educational, and vocational goals, (e) achieve a greater degree of articulation with the high school program, (f) identify and adequately provide for students with personal problems which adversely affect achievement, (g) identify and provide for students who are handicapped educationally, physically, emotionally, or intellectually.

ACTIVITIES: This program involves (in part) (a) group work with students, parents, and teachers, (b) administering or supervising group testing and interpreting the results, (c) recording test data for use by high school counselors in working with entering freshman, (d) supervision of the overall testing program to insure its effective use and the standardization of procedures, administration, and interpretation, (e) working to insure a maximum degree of articulation and coordination between the elementary and high schools, (f) responsibility for initiating the scheduling of classes with incoming freshmen students, (g) providing specialized counseling for students in classes for the mentally retarded and educationally handicapped, (h) administering and interpreting individual intelligence tests as requested or needed, (i) serving as resource persons for parents, teachers and for special program areas, such as High Start and as liaison persons with the welfare, probation, and mental health departments.

RESULTS: (1) Students have continued in increasing numbers to initiate contacts with the counselors, (2) Principals have expressed enthusiasm for the program and have used the services of the counselors, (3) Students have become more familiar with educational and occupational opportunities and have chosen more realistic high school courses of study, (4) Referrals of students with special needs to the Reading Clinic, Mental Health Facility, or other special programs have increased markedly, (5) Community awareness and support of the program has increased, (6) The orientation to high school (including scheduling) functioned smoothly and relieved the high school Senior Counselor of this responsibility, and, in turn, resulted in much more effective counseling for the senior students in the high school, (7) Teachers and administrators have increasingly accepted and used techniques and approaches reflecting the guidance philosophy, (8) The counselor has gained increasing acceptance as an expert by teachers in both the regular and special class programs, (9) Coordination with the overall guidance program in the high school and the outlying elementary districts has increased.

EVALUATION: Student adjustment to the high school environment has improved, the number of changes in course schedules has continued to decline, the testing results have been more widely used as instruments for diagnosis and remediation, students with special needs have been identified and referred to the proper agency or program with beneficial results, the creation of new or special programs has been stimulated, and student, teacher, parent administrative reaction has been strongly supportive.

Name of district or county office: **Redondo Beach City Elemetary School District**
Address: 115 South Francisca Avenue, Redondo Beach, California 90277
Elementary school enrollment as of March 31, 1969: 9641
Elementary grades maintained: K-8 Number of elementary schools: 17

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: Project A - To conduct an experimental project to identify specific types of intellectual ability involved in reading success.

Project B - This year part of our project remained the same as the previous years in getting 20% more time for each psychologist to spend counseling with parents whose children were capable of achieving greater skill in reading than they now demonstrate. We worked with approximately 360 students during the year. Meetings with parents were conducted at least once a month. Again, we counseled with students and teachers and in small groups with parents.

ACTIVITIES: Project A - A battery of 21 tests (predictors) and the Stanford Reading Test, Form W (criterion) were administered to 196 first grade children. The predictor tests were given in October, 1968, and the criterion was administered in May, 1969. Attempts were made to control for extraneous sources of variance on age, health, sex, language, education, and socioeconomic level. The predictor battery was factor analyzed and the results converted to factor scores. These factor scores were then related to the criterion by way of a stepwise, multiple regression analysis.

Project B - Large and small parent group meetings were held, students were counseled in group situations, and small "koffee klatches" were initiated by parents with psychologists in attendance. Consultants were used to improve our techniques of behavior modification.

RESULTS: Project A - Seven specific types of intelligence clearly emerged from the factor analysis: Cognition of Figural Units (auditory and visual); Memory of Figural Units (auditory and visual); Evaluation of Figural Units (auditory and visual) and Cognition of Semantic Units. A successful test of visual memory for units was created for this study. The types of intelligence that contribute most to reading are visual and auditory memory and evaluation, with visual memory being the strongest. Cognition played a minor role or none at all. The multiple R between the predictors and the criterion was .66, which accounts for 44% of the total variance in reading.

Project B - Using techniques recommended by the State Consultant, our evaluation procedures have improved 100% or more by teachers in the program. Their ability to individualize the program and to make progress with the children was enhanced by the understanding that came about through better parent understanding.

EVALUATION: Project A - The project was successful in identifying various types of intelligence at the first grade level and these dimensions of intelligence succeeded in predicting reading success.

Project B - In evaluation on a three-year basis, this has made an excellent project that has the backing and help of both parents and educators in our community. We have felt that more parents could have been served, but with a continued program our parents have gradually become more interested. Some have seen the need and they are beginning to form small groups and their understanding is much more empathetic toward the process of education in our district. We feel that this project has made a deep and lasting impression in our district, and we will continue on our own to work for more improvement along the guidelines that the project has set for us.

Name of district or county office: Redwood City Elementary School District
Address: 400 Duane Street, Redwood City, California 94062
Elementary school enrollment as of March 31, 1969: 10,817
Elementary grades maintained: K-8 Number of elementary schools: 18

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. To continue and improve a demonstration guidance project involving a counselor and a school psychologist working in partnership as a team in providing guidance and psychological services to their assigned schools.

2. To initiate and develop a counseling program designed specifically to meet the needs of students and teachers working in non-graded type school programs.

ACTIVITIES:

In addition to providing general counseling services to students and teachers,each project counselor performed functions related to his specific assignment in the project. The counselor working jointly with the school psychologist provided additional help to teachers in screening students and in performing preliminary guidance work before referral was made to the school psychologist. The counselor also placed more emphasis upon parent contacts. He also worked with students in the preparation of a brief brochure for distribution to students which clarified the counselor's role.

The counselor working in non-graded schools visited classrooms on a regular schedule for group guidance activities Individual counseling was also provided on a regular basis. The counselor was involved in decisions regarding placement of children within the school setting, and he assisted the school principal in administering and evaluating the results of a broad screening test to identify current and potential reading problems. The counselors met with faculty and parent groups to explain the guidance programs.

RESULTS:

It was found that close teamwork between counselor and psychologist saved time and improved the efficiency and effectiveness of handling referrals from teachers. More children have received guidance assistance more rapidly than before. In general,parents have also become more involved in the school guidance process and have gained a better understanding of the guidance program. Providing this kind of service for parents and teachers has resulted in more student referrals,but the counselor—psychologist team approach has worked well in accommodating the guidance needs in the schools concerned.

The combination of individual counseling and group guidance in the classrooms seemed to be very appropriate for the non-graded schools. It seemed to fit both the group and individual needs of students involved in the non-graded school setting.

EVALUATION:

No statistical evaluation or measurement was carried out,but increased numbers of referrals and children helped through these guidance services seem to indicate improvement in the counseling and guidance program. Those who received the guidance services—students, teachers,administrators, and parents all—support the use of full-time counselors in the elementary schools.

Name of district or county office: Reed Union Elementary School District
Address: 1155 Tiburon Boulevard, Belvedere-Tiburon, California 94920
Elementary school enrollment as of March 31, 1969: 2013
Elementary grades maintained: K-8 Number of elementary schools: 6

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: To assist the staff in the over-all school objectives of individualizing the instructional process for all students, including: team counseling, articulation, teaching and assessment functions through the expanded use of team teaching and nongraded methods.

ACTIVITIES: Guidance function: (1) Faculty divided into 3 counseling teams responsible for advisee relationships; (2) Professional supervision by schoolwide counselor; (3) Day-to-day counselor-student interviews; (4) Group counseling with students. Assessment Function: (1) Development of student assessment profile card; (2) Differential programming for underachieving and talented students. Referral Function: (1) Team referrals to school psychologist; (2) Parent-teacher-counselor conferences; (3) Interactions between counselor referral agencies. Articulation Function: (1) Exchange teaching between intermediate and 6th grade teachers; (2) Counselor met with each 6th grade class for orientation; (3) Orientation for all parents of incoming 7th graders; (4) Scheduled individual conferences with high school counselor and 8th grade students; (5) Summer conference for selected incoming 7th grade parents and students.

RESULTS: (1) Continued re-structured guidance services at the intermediate school including greater coordination among the total staff; (2) Counseling teams were formed and met weekly to discuss their respective counselees; (3) Individual assessment profiles were developed on each student; (4) A daily conference period provided opportunities for advisee-adviser relationships; (5) 6th grade students received small group orientation in preparation for 7th grade; (6) Because of better assessment procedures, it was possible to modify, extend, and coordinate the programming for students entering high school.

EVALUATION: Staff Acceptance: The staff has turned to the counselor's office with an increasing frequency as it has been found that greater depth of understanding as to academic and social problems can be gained for the individual student. Working relationships with the "feeder" elementary and high schools have increased noticeably as students' academic program can be programmed with more effectiveness as to their need. Student Acceptance: Students have fully accepted role of counselor. Constant effort is made to inform students (and parents) of program's scope. Parent Acceptance: Large number of parents of attending students have expressed pleasure as Parent-Teacher Conference structure was revised and they are now receiving more thorough and complete assessment of progress.

Name of district or county office: **RICHLAND SCHOOL DISTRICT**
Address: **331 Shafter Avenue, Shafter, California 93263**
Elementary school enrollment as of March 31, 1969: **1,817**
Elementary grades maintained: **K-8** Number of elementary schools: **3**

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The purpose of the project was changed from its original emphasis in kindergarten to first grade. By the time a child enters grade one, many can be identified as having inadequate basic language skills--both oral and comprehensive. The effort was focused on helping these children acquire a greater basic vocabulary and understanding in order to be able to function more comfortably in their peer groups. Instruction was given in groups varying from one to ten.

While working with these smaller groups stress was also placed in developing a healthy and worthwhile self concept. Parents were contacted to alert them to their child's problem and were asked to assist within the home environment in developing better language patterns and self concepts.

ACTIVITIES:

The project was carried out in the following manner:
(1) pre-testing to help identify children needing special help;
(2) prescribed instruction to strengthen areas of weakness;
(3) parent contact to enlist their support in helping their child;
(4) post-testing to measure gain or loss.

RESULTS:

Through the project individualized and small group instruction was given to children lacking basic language skills. The Peabody Picture Vocabulary Test and the Stanford Binet--Language Section were used on a pre and post test basis to measure gain or loss.

	No. tested pre & post	Time lapse	Gain
P.P.V.T.	32	8 months	11 months
S.B. Lang.	32	8 months	1 yr - 8 months

EVALUATION:

In each of the areas that prescriptive instruction was given, more growth was shown than the 8 months of chronological growth. The gain on the Peabody Picture Vocabulary Test was 11 months and on the Stanford Binet-Language Section was 1 year and 8 months.

Through observation in the classroom and on the playground the improvement in peer relationships was noticeable. It can be concluded from this that the individual's self concept was enhanced by receiving additional help in small group instruction.

Name of district or county office: Richmond Unified School District
Address: 1108 Bissell Avenue, Richmond, California 94802
Elementary school enrollment as of March 31, 1969: 25,190
Elementary grades maintained: 6 Number of elementary schools: 48

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. To provide the district with experience and evaluative data which will be useful in determining its eventual organization for counseling in grades K-6.
2. To demonstrate the worth and effectiveness of the professional counselor at the elementary level in providing orientation for new pupils and their parents.
3. To identify and counsel at the elementary level, individuals who indicate actual or potential underachievement and maladjustment to the school environment.
4. To support a home-school program of liaison in which sub-professionals, drawn from the disadvantaged areas of the community, work to strengthen home-school relationships.

ACTIVITIES: Two credentialed counselors served in grades K-6 in two separate target or low wealth schools. The activities of each counselor included the following:

- a. Provided for educational adjustment of new pupils and their parents.
- b. Engaged in individual and group counseling with potential and actual underachievers.
- c. Assisted teachers to more thoroughly understand and deal with individuals and groups of children.
- d. Improved the support and understanding of parents concerning the educational programs of the school and brought the parents of the disadvantaged community into a team effort with the local schools.
- e. Continued to work with and coordinate the activities of indigenous counselor aides.

RESULTS: In the three previous years of this project each counselor worked in two schools, however, this year we concentrated in one school for each counselor. The results were gratifying. If only on a cost effectiveness basis, this change would have been worthwhile but other results were noted:

- a. Positive and recognizable results have been brought about due to increased activities of the counselor in the school.
- b. In group and individual meetings definite patterns of change have been noted.
- c. There have been improved and increased interagency relations, communications and participation in activities that enhance the children's educational opportunity.
- d. Each school was provided with an immediate referral service.

EVALUATION: Principals, teachers, parents and students have indicated in surveys given that the program objectives have been achieved to some degree. The counselor should be given part of the credit for the number and degree of the "crisis" situations which have been prevented this year. The use of the counselor-aide as a team member and his involvement with the community has made for a successful year.

Name of district or county office: RIO LINDA UNION SCHOOL DISTRICT
Address: P.O. Box 68, Rio Linda, California 95673
Elementary school enrollment as of March 31, 1969: 9,927
Elementary grades maintained: K-6 Number of elementary schools: 18

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

A basic objective of the project was to add the services of a full-time counselor and continue providing a guidance specialist to coordinate the present guidance program in the pilot school, to expand the program to additional schools, and utilize the services of all pupil personnel specialists and out-of-school agencies as a part of the guidance program. Other objectives of the project were to: 1. Continue the articulation program to assist sixth grade pupils in their transition to the secondary program. 2. Develop and use sociometric inventories. 3. Produce a filmstrip concerning District guidance activities. 4. Identify pupils with adjustment problems and work for the amelioration of these problems. 5. Conference parents about the problems their children face. 6. Provide group and individual counseling to children. 7. Expand guidance materials available through the school libraries.

ACTIVITIES:

1. The services of a full-time guidance specialist were continued. 2. A pupil data card was designed through articulation meetings between secondary and elementary personnel. 3. A survey to determine needs of pupils in moving from elementary school to secondary school was conducted. 4. All sixth graders visited the junior high school for orientation. 5. The school guidance committee was expanded to include twelve schools. 6. A student body organization was developed at a pilot school. 7. Large and small group counseling sessions were held at five schools on a weekly basis. 8. Sociometric materials were used in elementary classrooms by the guidance specialist and teachers. 9. Parent conferences and group meetings were held to discuss the guidance program and problems children face. 10. The librarian consulted with the guidance specialist for selection of guidance books and audio-visual materials to be included in the school libraries.

RESULTS:

The expansion of the school guidance committee approach to encompass twelve schools has resulted in 120 pupils being referred for diagnosis, consultations held and strategies prescribed. Junior high school counselors made reductions in the testing program and revisions in placement procedures due to the effectiveness of the pupil data card. Visitation activities at the junior high schools were modified and additional classroom visitations made by the counselors in order to better orient sixth graders to the secondary program.

The guidance filmstrip is available for use with school staffs, parent groups, and community organizations. Additional guidance materials are available through the District Curriculum Center and school libraries.

A meeting to plan and expand a parent education program is scheduled for District personnel.

EVALUATION:

Teachers, administrators, specialists, parents and pupils are currently being surveyed to obtain data concerning the effectiveness of the program in meeting pupil needs. Preliminary results show acceptance of the program and requests for continued and expanded services. An investigation is being conducted to determine the types of problems handled by the guidance committees and types of recommendations made.

Name of district or county office: Riverbank Elementary School District
Address: Administration Building, Riverbank, California 95367
Elementary school enrollment as of March 31, 1969:
Elementary grades maintained: K-8 Number of elementary schools: 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: A half-time counselor is funded through NDEA, Title V and District funds to work with approximately 420 children in the upper elementary grades. Most of the counselor's time is intended to be spent working with 7th and 8th grade students. The counselor is member of district Guidance Committee. A small portion of his time is devoted to working with special guidance cases in lower elementary grades.

ACTIVITIES: The counselor functions primarily in three areas: 1) Direct student counseling. 2) Consultant to teachers. 3) and as a liaison person in the Community, acting in behalf of children.
Direct student counseling entails individual counseling on personal and school problems. Group counseling sessions are maintained for students with like problems, personal and academic. A third activity involves prevocational counseling individually and in groups through use of vocational files, conferences and various career day activities.
As a consultant to the staff the counselor interprets test scores, recommends curriculum changes and modifications of student programs. He is primarily responsible for securing in-service training for the staff in all areas,including behavior,modification, counseling. As a liaison person the counselor deals with various community, county, and state agencies that are responsible for guidance activities involving the district's youth.

RESULTS: The program is judged as to its effectiveness by the following: 1) There has been an increased use of the counselor's service by parents, students, and teachers by their own initiation. 2) The number of self referrals by students have increased. 3) The program is generally more accepted by staff, community and students. 4) There is increased use of counseling service by the administration as an alternative to severe disciplinary measures. 5) There is increased awareness by staff, students, and community of the counseling function.

EVALUATION: Several techniques of assessing services of program are used. The following are included: 1) Teacher and counselor observations of behavioral changes in students. 2) Heightened use of voluntary referrals. 3) Administrative use of counselor and statements by administration as to value of counseling process. 4) Increased contact between parents and counselor. 5) Increased use of and interest in total guidance program of the community. 6) Increased participation in vocational guidance programs. 7) The use of pre and post checklists and rating scales.

Name of district or county office: RIVER DELTA JOINT UNIFIED SCHOOL DISTRICT
Address: 445 Montezuma Street, Rio Vista, California 94571
Elementary school enrollment as of March 31, 1969: 1,944
Elementary grades maintained: K-8 Number of elementary schools: 7

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To make available the services of guidance personnel to the teachers, pupils, and parents of pupils in the elementary schools.

To coordinate and standardize the District Testing Program in all 7 elementary schools.

To provide meaningful in-service training programs for teachers and principals.

To collect, develop and make available to teachers, methods and materials relating to elementary school guidance practices and procedures.

To assist teachers in the interpretation and use of test results and other guidance information.

To encourage parent conferences for the purpose of acquainting them with the abilities, aptitudes, and interests of their child and determining and setting realistic achievement goals and aspiration levels.

To provide group guidance activities relating to educational and vocational goals for members of the eighth grade.

To provide individual counseling services on a referral basis.

ACTIVITIES:

Continue and increase guidance and counseling services, coordinate and standardize districtwide testing program, provide in-service training for teachers and principals, hold parent conferences, conduct case studies, provide individual counseling on referral basis.

RESULTS:

More parent teacher conferences were held than in previous years.

Testing was standardized districtwide and teachers received in-service in the use of test results as a diagnostic tool.

An increased number of students were able to receive individualized counseling.

More time and materials were available to students for educational and vocational planning.

Name of district or county office: RIVERSIDE UNIFIED SCHOOL DISTRICT
Address: 3954 TWELFTH STREET, RIVERSIDE, CALIFORNIA, 92501
Elementary school enrollment as of March 31, 1969: 14,989
Elementary grades maintained: K - 8 Number of elementary schools: 25

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: Through furnishing part-time counseling service and secretarial assistance in 4 schools, work toward improving the child's learning processes through improving self-evaluation; involve significant adults in solving the learning problems of children; and develop a model guidance program aimed at alleviating the learning and behavior problems of all elementary school children involved. The particular project emphasis remained upon the primary child.

ACTIVITIES: 1) A counselor and a secretary worked two days per week in each of two schools (A and B) and a half-day per week in the remaining two schools (C and D); 2) Developed a Behavior Rating Scale (BRS) by which 77 children were identified for future counseling in May 1968; 3) Counselor identified children with negative self-evaluations new to the 4 schools through observation and/or interviews; 4) Tests, interviews and observations used to improve educational placement; 5) Assisted teachers in screening children for referral to special services; 6) Follow-up teacher and parents of 1967-68 project children with interviews; follow-up interviews with children; 7) Arranged for consultant to meet with teachers and assist in evaluation.

RESULTS: 1) Project counselor and secretary worked full-time in 4 elementary schools with project emphasis at the primary level; 2) BRS repeated in May, 1969 for evaluation of previously identified counselees. Gains noted, but results mixed; 3) Counselor interviewed many children new to schools A and B; 4) Testing done by counselor to help teachers in the assessment of children's educational needs, placement, learning problems or further evaluation by specialists; 5) Assisted teachers in screening children for referrals. Resulted in recommendations that some children will be placed in special classes. Held 1,300 individual conferences and 156 group sessions with more than 275 counselees. 100 contacts with psychologists and physicians. 150 parent contacts; some 35 parent conferences; 6) Worked with 1967-68 project children and followed progress through interviews with teachers and parents. BRS indicates favorable adjustment patterns during current school year for this group; 7) Consultant met with teachers and principals in each of the four schools to discuss their particular concerns.

EVALUATION: General evidence indicates project has been successful in spite of counselor's overload. More than half of children identified through BRS showed behavior gains. BRS proved to be a useful instrument for identification. New enrollees in schools A and B who might have adjustment problems were seen and some problems avoided. Testing was recognized by many teachers as a most valuable service. Referrals were facilitated. BRS showed most 1967-68 project children doing well. Teacher questionnaire indicated effectiveness of project. Primary teachers generally felt counseling program was helpful and worthwhile. Intermediate teachers were less positive, probably due to less involvement with project and limitation of counselor time devoted to intermediate age child. Strong emphasis was placed by most teachers and all principals on need for continuing and expanding elementary guidance services.

Name of district or county office: Roseville City Elementary School District
Address: P. O. Box 1059, 203 Branstetter Street, Roseville, Calif. 95678
Elementary school enrollment as of March 31, 1969: 3,262
Elementary grades maintained: K-8 Number of elementary schools: 7

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The purpose of this project was:

(1) to identify children with serious educational problems and assist teachers and parents in overcoming these problems.

(2) to make counseling services more available to seventh and eighth grade students through the development of a self-referral system.

(3) to develop techniques that will assist more able children from disadvantaged homes to develop appropriate levels of vocational aspiration.

(4) to establish a guidance committee in an elementary school for the purpose of helping teachers, principal and counselor work together to better meet the needs of problem children.

ACTIVITIES:

(1) Teachers, principals and parents referred children to the counselor. The counselor administered diagnostic tests, counseled children individually and in small groups and conferred with significant adults.

(2) A self-referral system was used with three classes and a teacher-referral system was used with three classes of seventh and eighth grade students.

(3) Twelve sixth grade children met regularly with a counselor to discuss vocations. The group visited colleges, universities and businesses and interviewed people in various vocations.

(4) A guidance committee was established and met periodically on a voluntary basis in one school.

RESULTS:

(1) Teachers reported significant changes in behavior, better educational planning and increased school achievement by many children referred for counseling.

(2) Self-referred children felt that counseling services were more helpful than did children referred by teachers. Teachers of both groups felt that counseling filled a need, but saw only minimal changes in classroom functioning.

(3) Children in the group had very positive feelings about their experiences. They reported better understanding of themselves and more knowledge about vocations. All children involved hoped to continue in such a group next year.

(4) Teachers did not show much interest in the guidance committee. Attendance declined and the staff finally agreed to discontinue meetings.

EVALUATION:

Questionnaires, rating scales and interviews indicate that the first three parts of our project were beneficial. The guidance committee was not beneficial because of lack of interest.

As a result of our project teachers feel that the needs of children have been better met in our district.

Follow-up questionnaires filled out by teachers on individual cases showed the following results: much improvement - 11%; some improvement - 52%; remained the same - 31%; has regressed - 6%.

Name of district or county office: Rowland Elementary School District
Address: 1830 S. Nogales St., Rowland Heights, Calif. 91745
Elementary school enrollment as of March 31, 1969: 12,915
Elementary grades maintained: K-8 Number of elementary schools: 21

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. To assist teachers in observing, understanding and working with pupils.
2. To assist parents in understanding their children and developing appropriate educational plans for them.
3. To strengthen guidance staff skills in group process with pupils, parents and teachers.
4. To extend the work with parents and teachers to improve utilization of staff and activities.

ACTIVITIES:

1. Revise and reduce scope of project with help of State and County Consultants to meet the limitations of funding.
2. Teacher study and development groups on communication, interpersonal relationships, group process, and cognitive and affective learning in children.
3. Parent groups to improve understanding of the child's development in family and school.
4. Parent groups for developing awareness and effectiveness in adult child relationships.
5. Consultation and in-service for guidance staff.

RESULTS:

1. Nine of guidance staff gained experience with parent and teacher groups.
2. Leaders feel that teachers have developed increased awareness of their impact on students.
3. Group members reported that the group had helped them become more aware and understanding of feelings in communication process, be accepting and sensitive toward other group members, develop better working and personal relationships, and be more effective in the classroom.
4. Participants moved to more participation, open expression of feelings and satisfaction with group sessions.
6. Parents report changes in the relationship between self and child.
7. Leader reports definite change in attitudes in some parents towards child rearing, school and education.
8. Parents have encouraged the school to continue parent groups.

EVALUATION:

1. Group leaders met to exchange perceptions of group process, evaluation of participation and leader role.
2. Evidence was collected on teacher response to goals for development of better human relationships and communication skills, group process and awareness of feelings, and how feelings influence behavior and learning.
3. A self evaluation sheet was used in several groups at the end of each session. Discussion evaluation was part of the other groups. Teachers gave positive verbal response and consistent attendance, but were resistent to evaluation forms.
4. Teachers expressed interest in further participation with groups, reported better working relations between teachers, were more positive towards self and staff, and towards self and students, and maintained regular attendance.
5. Leaders reported parents felt groups were helpful in child rearing process, but felt they would be more effective if both fathers and mothers were always involved.
6. Leaders discovered problems with group effectiveness and techniques of greatest promise for those who regularly work together.
7. Unpredicted and unrelated stress factors on teachers reduced participation in the voluntary groups of this project.

Name of district or county office: Sacramento City Unified School District
Address: P. O. Box 2271, Sacramento, California 95810
Elementary school enrollment as of March 31, 1969: 29,598
Elementary grades maintained: K-6 Number of elementary schools: 58

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: To provide the following services to school personnel, pupils and parents:

A. Placement Services
B. Orientation Services
C. Home-Community Resources
D. Information Services
E. Individual Inventory Services

ACTIVITIES 1) Administration and interpretation of individual and group intelligence and achievement tests. 2) Referring and coordinating efforts of appropriate school personnel to assess the need for placement of pupils in special programs (Gifted, EMR and EH). 3) Interpretation of pupil placement to parents and/or pupils as the need arises. 4) Interpretation of school curriculum and scheduling to new parents and pupil. 5) Interpretation of special programs to parents prior to placement of pupils in these programs. 6) Group and individual counseling of pupils to understand themselves and others with whom they are closely associated. 7) Consultation with school staff in order to aid in understanding and motivating individual pupils. 8) Coordination of home, school and community resources to meet the varying needs of pupils. 9) Interpretation of test results to school staff, parents, and pupils as the need arises. 10) Coordinating state mandated and research testing within the school.

EVALUATION An accurate evaluation of the success of the counseling and guidance activities cannot be effectively determined after such a short period of time. However, the utilization of the services by school staff, pupils and parents can attest to some extent, the effectiveness of these services. All individuals (school staff, pupils and parents) are seeking services provided through the counseling office. There has been a general increase in self-referrals from parents and pupils. Follow-up conferences, observation of changes in behavior and referrals from parents and pupils to other parents and pupils have shown that the counseling office has had positive influence in meeting the needs of the pupils involved.

Name of district or county office: Sacramento County Superintendent of Schools
Address: 6011 Folsom Boulevard, Sacramento, California 95819
Elementary school enrollment as of March 31, 1969: N/A
Elementary grades maintained: N/A Number of elementary schools: N/A

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To provide a team approach to helping students solve their problems. Also to help teachers to learn to apply good mental health techniques in the classroom.

ACTIVITIES:

Student referrals were submitted to a Guidance Committee made up of the referring teacher and other teachers, plus the school administrator, the school nurse, and the Guidance Consultant. The speech therapist, or other specialists may be involved. This team helped the referring teacher make a decision as to what might be the best way to help the child in the classroom. The decision may also be to provide for a psychometric evaluation, a referral to another agency, and/or parent conference.

RESULTS:

Better school-home relationships. A better acceptance on the part of the teacher of certain children. Some problem resolution of a number of children.

EVALUATION:

A feeling on the part of the majority of the participating school personnel that the project did help them and children and that the project should be continued. District Superintendents of the County served by this program are most anxious to see the project continue.

Name of district or county office: St. Helena Unified School District
Address: 1325 Adams St., St. Helena, California 94574
Elementary school enrollment as of March 31, 1969: 277
Elementary grades maintained: K - 8 Number of elementary schools: 2

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:
The guidance program was planned to deal with four major needs: a sixth grade orientation program, meet with pupils new to the district on a personal basis, conduct group meetings with migrant pupils to assist them in their orientation, and to meet with each eighth grade pupil on an individual basis.

ACTIVITIES:
Group orientation meetings were held with all incoming sixth grade pupils. Student interest inventories were accomplished on all new pupils together with group discussion periods on curriculum and school procedures.

Each eighth grade pupil was scheduled for an individual 50 minute guidance conference to discuss test results, achievement, individual records, and discuss ninth grade programs.

Individual pupils needing personal guidance were scheduled as needed.

The testing program for sixth and eighth graders was accomplished.

RESULTS:
Temporary cumulative file folders were completed for most pupils new to the school. Immediate results were obtained by scheduled individual conference periods with all eighth graders. The pupil had the opportunity of seeing and discussing his academic achievements, do some planning for his high school years and be guided through some aspects of post high school planning.

Counseling meetings with small groups, several pupils, provided the pupils with an opportunity to discuss problems.

EVALUATION:
The guidance periods were well worth the time and effort. This opinion is based on the attitudes, conduct and spirit of the student body.

Name of district or county office: **SALINAS CITY SCHOOL DISTRICT**
Address: **431 West Alisal Street, Salinas, California 93901**
Elementary school enrollment as of March 31, 1969: 6,536
Elementary grades maintained: K-6 Number of elementary schools: 12

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. To develop a pilot project in the Salinas City School District which would provide intensive guidance and counseling services in a target and non-target school that would serve as a basis for a future district-wide guidance program.
2. To identify, diagnose and remediate students and conditions that interfere with desirable physical and mental health.

ACTIVITIES:
A central referral system was utilized. All referrals from teachers, parents, administrators and students were sent directly to the elementary counselor. A problem centered approach was utilized in conjunction with a developmental approach where applicable. Once the counselor determined the needs of the student, other members of the guidance team were consulted and involved. Specific activities included:

1. Group and individual testing.
2. Group and individual counseling.
3. Teacher conferences, observation and inservice meetings.
4. Parent conferences and home visitations.
5. Administrator-counselor curriculum planning.
6. Full utilization of community agencies and guidance personnel.

RESULTS:
General outcomes of the project were improvement in interpersonal relations with parents, teachers, administrators and students. Specific outcomes were:

1. A reduction of behavioral problems in the classroom.
2. An increase in the functioning level of identified low achievers.
3. A reduction in the frequency of absenteeism and tardiness of students with general and specific learning disorders.
5. An improvement in observed social and emotional behavior.
6. An improvement in the student's self-concept.

EVALUATION:
The one group design using test data on the project group to compare observed performance with local, state and national groups was utilized in order to determine the strengths, weaknesses and overall success or failure of the project. Analysis of standardized test results, questionnaires and rating scales indicate that the project was successful in terms of providing general supportive consultative, diagnostic and remedial services for teachers, parents, and students. Thus, group and individual testing and counseling, parent conferences and home visitations, teacher conferences and inservice meetings, and follow-up activities by the members of the guidance team, were observed to be the most effective tools for achieving the goals of the project.

Name of district or county office: **San Bruno Park School District**
Address: **500 Acacia Avenue, San Bruno, California 94066**
Elementary school enrollment as of March 31, 1969: 4894
Elementary grades maintained: K-8 Number of elementary schools: 11

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The purpose of the 1968-69 project, a continuation of the 1967-68 project, was to consolidate the establishment of comprehensive counseling programs in our two semi-departmentalized intermediate schools (grades 6-7-8), with a boys' counselor and girls' counselor in each, in order to provide early assessment of individual needs and problems, make school personnel aware of and sensitive to these needs and problems, insure that each pupil receives the school program and services from which he will derive maximum benefit, help parents understand their children's needs and problems and what the school is doing to meet them, and help pupils understand their own needs and problems and deal with them effectively.

ACTIVITIES: The very limited project funds together with an expanded district effort enabled us to employ a full-time boys' counselor in each intermediate school in addition to the full-time girls' counselor already employed in each. A continuing effort was made to encourage pupils, teachers, and parents to use the counseling services before problems reached crisis proportions, and, when appropriate, before resorting to purely disciplinary measures.

RESULTS: Both schools continued to report great increases in the numbers of pupils, especially boys, receiving individual counseling. Self-referrals continued to increase, as well as the numbers of parents and teachers voluntarily seeking assistance in dealing with a pupil's problems. Although low grades were not eliminated, both schools continued to report fewer pupils receiving failing grades. Many more conferences and consultations with special services personnel, including our new psychiatric consultant, were held and a number of helpful interventions such as assignment to special educational programs or referral to community mental health agencies, were made. A closer relationship with the San Mateo County Child Guidance Clinic resulted in the assignment of two staff members of that agency to our school district a half-day a week. Each of these persons served as leader of a therapeutic counseling group--one for girls at Parkside, one for boys at Engvall--with the counselors playing a coordinating (and in one case a participating) role. The increase in counseling time for boys resulted in more continuous follow-up of boys experiencing school difficulties and made feasible in some cases the substitution of counseling for strictly disciplinary measures. The very successful "communications class" at Parkside, led by the boys' counselor and a sensitive classroom teacher, was offered again this year and a girls' counseling group (in addition to the boys' group led by the Child Guidance Clinic person) was inaugurated at Engvall.

EVALUATION: Interviews with the principals and teachers of the intermediate schools, and with the counselors themselves, indicated that the establishment of the full-time boys' counselor positions, and the performance of the particular individuals who filled them, led to notable gains in the quality and quantity of helpful services offered to children with problems, especially boys, and affected positively the general atmosphere of the schools involved. As was the case last year, the hopeful attitudes of pupils and the increase in understanding and awareness of individual needs on the part of teachers were cited as specific gains, as well as the feeling that useful interventions were taking place with greater frequency.

Name of district or county office: San Lorenzo Unified School District
Address: 15510 Usher Street, San Lorenzo, California 94580
Elementary school enrollment as of March 31, 1969: 11,062
Elementary grades maintained: K-8 Number of elementary schools: 23

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. To maintain the counselor-student ratio in upper elementary schools.
2. To continue in-service training for counselors.
3. To expand guidance services for children in the K-6 schools.
4. To refine the communication and articulation processes among schools.
5. To provide vocational guidance.
6. To develop sequential student cumulative records.

ACTIVITIES:

1. The counseling program included educational, vocational and personal counseling in the elementary schools.
2. In-service training programs were scheduled throughout the year. Personnel from the district, psychological consultants, ESEA Title I and ESEA Title VI consultants worked with the counseling staff in:
    - 2.1 Techniques of individual and small group counseling.
    - 2.2 In-depth case conferencing.
    - 2.3 Group testing and interpretation.
    - 2.4 Data processing procedures as affecting programming.
3. Experimental counseling groups were set up for elementary E.H. students and sixth-grade high ability/low achieving students.
4. Counselors' articulation and orientation meetings were held among schools to discuss counseling and curriculum problems.
5. A special vocational program (ESEA, Title III) was supplemented by a vocational counseling program. It included vocational information, related course work at the secondary level, and post-high school employment and/or training.
6. Joint counselor and teacher meetings at all levels were held during the year to develop sequential student cumulative records.

RESULTS:

1. The ratio of approximately 450 students per counselor resulted in an average of 5 individual contacts with each counselee over the two-year period,resulting in excellent rapport between counselor and counselee(s).
2. Techniques were improved in the areas of: individual and small group counseling, indepth case conferencing, group testing and interpretation, through regularly-scheduled in-service training program.
3. Experimental counseling projects in 6th grade resulted in improved academic performance and better school adjustment.
4. Joint counselor level meetings resulted in improved communication.
5. Vocational guidance units introduced into curricular areas paralleled the Industrial and Transportable Laboratories (ESEA Title III Project).
6. Sequential student cumulative records (test record, K-12, and grade record, 7-12) were developed.

EVALUATION:

1. Evaluation by administrators of services provided was positive.
2. In-service programs resulted in improved counseling as evaluated by supervisors.
3. A special group counseling project showed improved over-all academic performance with better school adjustment.
4. The vocational guidance project did not result in an increased enrollment in special vocational courses as hypothesized, due to a reduction in length of the school day.

Name of district or county office: San Luis Obispo County Office of Educatio
Address: 2156 Sierra Way, San Luis Obispo, California 93401
Elementary school enrollment as of March 31, 1969: 103
Elementary grades maintained: ungraded Number of elementary schools: 7 cls.

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

(1) To assist parents in overcoming attitudes and feelings about their child's handicap which may block understanding of his total needs. (2) To emphasize total growth in addition to physical rehabilitation through counseling programs with parents. (3) To increase parent and family involvement with handicapped child and to encourage them to involve themselves in improving community resources for handicapped children.

ACTIVITIES:

(1) Involvement of working parents in understanding total school program by evening home visits. (2) Counseling with both parents to release negative and apprehensive feelings about child's handicap and future. (3) Informing and discussing with parents community resources for handicapped children who are terminating school programs. (4) Case conferences with community agencies and ancillary staff for evaluations. (5) Conducted evening parent group counseling programs in various areas of county. These activities were conducted by two teachers with counseling credentials. They met with parents and interested professionals after school hours and evenings. The program was conducted under the supervision of a psychologist-counselor acting as coordinator.

RESULTS:

(1) Increased communication between school and home. (2) Parents felt better able to question the present curricula and request that changes be made. Where these were not advisable, they seemed better able to understand and accept the educational goal for the child. (3) Some teachers felt themselves to be as equipped for counseling as the teacher-counselors, in that they better understood the children's problems. (4) Some parents indicated confusion as to the counselor's dual role. (5) Results of parent/school attitude scale, 60% of teachers rate parents more positively at end of school than beginning of school. (6) A random sampling of parents indicate of those contacted 66% gained by the visit.

EVALUATION:

(1) It would appear that use of teachers as counselors after school hours was not as effective as having a counselor on a full-time basis. (2) There was some confusion of parents and some resentment by other teachers who felt more knowledgeable and better qualified in understanding the particular handicap. (3) It appears that those parents who are cooperative in the project are those who accept their child's handicap and identify with them. (4) Many parents indicate a need for counseling regarding their child's problems prior to school enrollment or when the child first presents problems in management.

Name of district or county office: San Rafael City Elementary School District
Address: P. O. Box 390, San Rafael, California 94902, Marin
Elementary school enrollment as of March 31, 1969: 4975
Elementary grades maintained: K - 8 Number of Elementary Schools: 14

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. To implement elementary counseling for students in grades 1-6.

2. To assist in identification and follow-up of children with specific learning needs.
3. To provide direct assistance to students, parents and teachers.
4. To coordinate educational, psychological and medical forces in continuous study of learning needs.
5. To promote effective home, school and community contact.

ACTIVITIES:

1. Observation of children in various educational settings and at home.
2. Consultation and conferences with adults in child's environment.
3. Discussions with students in the school setting.
4. Evaluation of needs through observation, interview, conferences and discussion with the special service teaching team.
5. Home visits and conferences with the parents.
6. Referrals to other Special Service personnel and community agencies.
7. Conferring with community agency personnel or family medical advisor.
8. Participation in Case Conferences and Re-evaluation Review Committees for Special Education Students.

RESULTS:

The counseling service was limited to three elementary schools because of the reduction in funding. Focusing counseling services to a limited number of schools resulted in the counselor being able to be a part of the regular staff and provide services to families. This was also particularly effective for development of the counselor's role to assist students through work with teachers, parents, community agency personnel and other adults in the child's environment. The counselor has been able to establish communication with many parents and community agencies. The elementary staffs in these schools feel that the counseling service and team approach have been of assistance in helping them understand and cope with individual student's needs.

The district believes in the K-12 guidance and counseling approach and submitted a Title V-A Project for the 1969-70 school year with specific emphasis on developing elementary guidance teams to work with teachers, students and parents in diagnosis of learning needs, educational planning, and program implementation.

Name of district or county office: SANTA BARBARA SCHOOL DISTRICT
Address: 720 Santa Barbara Street, Santa Barbara, California 93105
Elementary school enrollment as of March 31, 1969: 6,177
Elementary grades maintained: K-6 Number of elementary schools: 13

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

Addition of two counselors with social work background, credentialed appropriately, to P.P.S. Dept. One worker to be re-assigned to Special Education as a continuum of guidance services for those with severe learning/emotional problems. Both to work as part of a team with the school psychologist serving the particular school to help define respective roles, to work out areas of responsibility, to supplement efforts of each other. Basic goal: realistic follow-up of recommendations of 1961 local study, "The Troublesome Ten Per Cent," Elmott et al.

ACTIVITIES:

As indicated in the previous report, the scope of the school social worker widens as the role is appreciated. One school, for example, originated the use of the S.W. for articulation between elementary and junior high. Contact was made with homes of incoming seventh graders, to help with orientation, to answer individual questions, and to provide advance information to the school.

Weekly and monthly Mother's Groups were organized for liaison of home-school-neighborhood, one in Spanish for the mono-lingual parent. Helping in the participation was a student from the Graduate School of Social Work at Fresno State, who had been assigned to the S. W. for field work training.

Cases were continued with active assistance, while others were gradually weaned to semi-active, infrequent, or closed status as evident self-adjustment suggested pupils had resolved problems. Work relationships with school psychologists were excellent, and efforts more nearly approached the ideal teamwork that had been visualized.

The second worker re-assigned to Special Education had less success. In trying to define her role, she was assigned for the remaining months to a Young Mothers' Class. The arrangement of this limited scope was successful for the remaining few months.

RESULTS:

Reference to the 1967-68 report provides a statistical compilation of activities of the S.W. as well as of the school psychologist serving the specific school. Similar data are being accumulated this year. The project is helping to provide guide-lines on a finer scale than previously were available. Such information is essential at a time when there is a re-evaluation of services by philosophy (Dunn, Catterall), by financial pressures, and by sociological recommendations of de-centralization.

EVALUATION:

(1) Dual sponsorship of departments on a project is not recommended.
(2) The role of the school S.W. with relation to the school psychologist still is an extremely sensitive relationship and calls for continued study and definition.
(3) The potential for new applications of S.W., while dependent upon the individual, is limited only by the restrictions of school tradition.

Name of district or county office: Santa Clara County Office of Education
Address: 70 West Hedding Street, San Jose, California 95110
Elementary school enrollment as of March 31, 1969:
Elementary grades maintained: Number of elementary schools:

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

* 1.1 Serve as guidance consultant to four groups of counselors chosen from four regions of the county.

**2.1 Unite community agency workers and school guidance personnel in working with hard-core student and family problems requiring help beyond the school setting.

ACTIVITIES:

1.2 Set up two series of meetings with counselors from five districts for each series and two series with counselors from two and three districts each. Junior high school counselors were given support, insight, and understanding to problems of children.

2.2 Held monthly meetings involving sixteen schools and agencies in one area, seventeen in another, seven in a third, and four in a fourth area. Averaged fifteen participants at each of nine meetings in each area. Covered about three case studies at each meeting.

RESULTS:

1.3 Excellent in-service training for junior high counselors from fifteen elementary school districts. (see evaluation).

2.3 Set up close working relations between school personnel and community agencies serving children in fifteen districts.

EVALUATION:

1.4 Administrators in districts where in-service meetings have been held have asked for similar help during in-service training sessions for teachers.

2.4 Agencies in three of the four areas have asked to be able to continue during the summer even if school is not in session.

* Clyde Boyle, elementary counseling in-service

** Clyde Boyle, guidance councils

Name of district or county office: Santa Clara Unified School District
Address: P. O. Box 397, Santa Clara, California 95052
Elementary school enrollment as of March 31, 1969: 13,753
Elementary grades maintained: K - 6 Number of elementary schools: 24

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. To work with individual teachers on behavior modification techniques.
2. To develop additional behavior modification movies
3. To develop additional demonstration films on guidance-related activities.
4. To use the movies in in-service training.

ACTIVITIES:

1. A number of teachers were individually worked with to help them set up behavior modification programs for specific children.
2. Parents whose children were reported as having behavioral difficulties were instructed in behavior modification theory and practice. Movies have been taken in the home showing some of the inappropriate behaviors and the procedures used in training parents. It is planned that these movies will be shown, when completed, to parents as well as to professionals.
3. Activities of Project STRIVE (Student Training Related to Industry and Vocational Education) supported by ESEA Title III, were filmed.
4. A Learning Assistance Teacher administering the IDT (Inventory of Developmental Tasks, developed with Title I funds) was filmed.
5. A total of 168 teachers and administrators viewed the Behavior Modification film at in-service meetings within the District and in neighboring districts.

RESULTS:

1. As a result of increasingly widespread interest, the Behavior Modification movie has been shown in University of California and San Jose State College extension courses, and has also been presented at the Santa Clara County - San Mateo County Curriculum Guidance Conference at the College of Notre Dame, Belmont, at the California School Counselors Association Area Conference in San Diego, and at the Calif. Reading Association Conference in San Jose.
2. The IDT film has been used to make presentations to U. C. Extension classes, and to teachers and parents as a part of their training in the use of the inventory.
3. The STRIVE film, after completion of editing, will be used to acquaint parents and teachers with the program in order to stimulate increased interest, understanding, and support.

EVALUATION:

1. The films are considered by the vast majority of viewers as exceedingly helpful in acquainting them with new guidance and guidance-related procedures and programs.
2. The relationship of the NDEA project to other district projects has been profitable.

Name of district or county office: **SANTA MARIA ELEMENTARY SCHOOL DISTRICT**
Address: 321 N. Thornburg Street, Santa Maria, California 93454
Elementary school enrollment as of March 31, 1969: 6,520
Elementary grades maintained: K-8 Number of elementary schools: 12

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1) Develop procedures and techniques for determining needs for a district-wide, continuing total guidance program for all children. 2) Develop a district-wide philosophy of guidance. 3) Assist teachers, guidance personnel and administrators to better understand learning theory, social-personal needs of students and parents, and utilization of instruments and materials appropriate to a good guidance program. 4) Continually assess the needs, attitudes, motivation and self-concepts of students. 5) Promote in children a desire to achieve within the limits of their ability to do so. 6) Develop techniques necessary in evaluating the effectiveness of a total guidance program.

ACTIVITIES:

A teacher-counselor was assigned to six of the district's ten K-6 schools. These individuals were released from teaching duties for 16 days throughout the school year. Guidance activities consisted of individual conferences with students, teachers, parents, and administrators. Individual and group counseling sessions were held. Some of the teacher-counselors attended inservice training sessions which were held at the Mental Health Clinic.

RESULTS:

The guidance project was a continuation of K-6 guidance services provided last year.

School administrator's assessment of the project was extremely favorable. They recommended to continue and expand the program next year.

Results of the project have had a fantastic impact on the teacher-counselor and regular teachers within the school building. The change can best be expressed in terms of the teacher-counselors themselves. For example: "More veteran teachers are coming to me now for professional opinion concerning the handling of their referrals in their classroom, discussion of behavior patterns, motivation factors and discussion of what type of child to refer to the school psychologist." .... "My lunch hours are often spent with teachers discussing counseling problems."

EVALUATION:

Evaluation of project was in part determined by teacher, administrator, and teacher-counselor questionnaires. The total program was extremely successful.

The school district plans to enlarge the counseling program to serve each of the ten K-6 schools if finances permit.

Name of district or county office: Santa Rita Union School District
Address: 1624 Johnson Street, Salinas, California
Elementary school enrollment as of March 31, 1969: 740
Elementary grades maintained: K-6 Number of elementary schools: 2

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. To initiate guidance services at the elementary school level.
2. To assist teachers and administrators in formulating, administering, and evaluating a group testing program and improving utilization of test data and interpretation of this data to the administration, staff and parents.
3. To build a "team" approach in assimilating into the school and community those students with foreign language backgrounds, or those from culturally deprived homes, utilizing the services of communication skills, the counselor, teacher, psychologist, school nurse, and teacher aides, as well as parents, administrators, and teachers.
4. To initiate a closer school-home-community relationship through the counseling and guidance program, and more effectively publicizing the total school program.

ACTIVITIES:

1. A fulltime bilingual elementary guidance counselor was employed to administer the program as outlined in our purposes. The counselor provided guidance services, both individual and group, to students, teachers and parents in two elementary schools.
2. A district-wide group testing program, already in existence, was brought up-to-date and re-tailored to current needs. Thorough indoctrination in the administration of group tests, and the evaluation of resulting data, was given to all teachers.
3. Four teacher aides were trained in assisting classroom teachers. One teacher aide was given intensive training and was utilized in working with children who did not speak English.
4. A communication-skills teacher was employed on a part-time basis. Students referred by classroom teachers were tested individually and given intensive training in communication skills.
5. The counselor, in the capacity of attendance officer and school social worker, visited many homes, particularly those homes in which no English was spoken. She outlined the school program to these parents and made them feel welcome in the school and community.

RESULTS:

Individual students, working with the guidance counselor, showed improved school behavior and attitudes. Many students showed marked improvement in communication skills. Spanish-speaking children developed fluency in spoken English. Teachers increased their effectiveness in the administration of tests, and in the utilization of test-data. Non-English speaking parents visited the school frequently and were integrated into school activities.

EVALUATION:

It is the firm conviction of the administration and the teaching staff that the guidance service initiated during the 1968-69 school term achieved its initial purposes, and augmented the total school program with its specialized functions. Therefore, it is felt that the guidance program should be continued in future years, depending upon availability of funds.

Name of district or county office: Santee School District
Address: P. O. Box 220, Santee, California 92071
Elementary school enrollment as of March 31, 1969: 5,111
Elementary grades maintained: K-8 Number of elementary schools: 7

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To enhance the development of pupil potential in a team teaching school through the innovation of a guidance consultant who uses value processing techniques in working with pupils, parents, and staff. The processing of values or value processing is a methodology designed to clarify and integrate our feelings and thoughts as we live with ourselves and others. The goal of value processing is the enhancement of pupil potential.

ACTIVITIES: The guidance consultant served primarily in the capacity of a consultant in human relationships. Specifically, he worked with teachers in individual, case conference, and training groups to increase their awareness of themselves as teachers and as members of a teaching team; to sharpen their perceptions of pupil feelings and responses; and to develop realistic strategies to help pupils learn more effectively. He worked with school administrators to improve parent-school communication, promote administrative staff harmony and increase administrative sensitivities to feelings of all individuals and groups in the school community. He worked with pupils and parents to open lines of communication between themselves and with teachers. He worked with pupils to increase their awareness of themselves and their engagement in the learning process. The orientation of this person was on communication of feelings to improve human relationships to achieve better the goal of individualization of instruction. The consultant also provided opportunities for administrators, teachers, and pupils to meet together to improve communications and set the stage for parental involvement as well. The consultant participated in committees designed to promote these practices on a district-wide level.

RESULTS AND EVALUATION: The results of the consultant's work was measured by questionnaires, interviews, and observations. The results showed that teachers no longer viewed the guidance consultant as an expert who tried to "solve a child's problem", but as a colleague who worked with them to clarify their own relationships with pupils, parents, and one another.

Thirty-five of thirty-seven staff members believed that this role of the guidance consultant was preferable to the "expert" role. They said they felt greater responsibility and developed greater skill in solving their own human relationship problems with students, parents, and one another. Many stated that they had improved as persons as well as teachers. Other reactions were that team members were working more effectively together, that there was less distance between pupils, teachers, administrators and parents. The school principals reported this to be their best year ever despite some major disruptions that could have seriously damaged the schools educational program under different circumstances.

Name of district or county office: Saratoga Union School District
Address: P.O.Box 247, Saratoga, California 95070
Elementary school enrollment as of March 31, 1969: 3261
Elementary grades maintained: K - 8 Number of elementary schools: 5

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. Assisting students, teachers, and parents to solve common problems in order to promote readiness for learning things pertaining to an academic setting.
2. Many children have difficulty managing their personal problems until they can first learn how to relate effectively with a group of their peers.
3. To positively effect the student's emotional development as this correlates with his academic development.
4. To act as a facilitator between the student and the teacher.

ACTIVITIES:

1. Working with: groups of teachers, individual teachers, groups of students, individual students, parents, special school personnel, administrators, and outside professional agencies.
2. By talking about problems we develop a better awareness about ourselves, and about others.
   a) We further evaluate our thought processes, our feelings, and our actions.
   b) We learn to better accept ourselves, or to initiate changes.
   c) We discuss social problems, behavioral problems, making friends, and academic and vocational choices.
3. Group counseling is a means of developing decision making skills through the sharing of similar experiences with one's peer group. The emphasis is upon the decision making process: seeking alternatives, making choices, and assuming responsibility for one's commitments.
4. Establishing a trusting relationship with the students and encouraging self-referral to allow the student to further communicate his needs.
   a) Self-referral: relates to the student's own needs.
   b) Teacher, parent, and administrative referral: acting as a liaison between the student and significant adults in his environment.
5. Group testing programs
   a) Meeting state or local requirements.

RESULTS:

1. Providing insight for the parents and school staff regarding a student's potential, motivation, and his unmet needs.
2. Strong bonds of trust between the counselor and the students, and the counselor and the teaching staff, have been established by the counselor's role as a non-evaluative adult in a helping relationship.
3. Intellectual growth has been enhanced through the acquisition of communication skills.

EVALUATION:

1. Assessing the degree to which students were able to attain educational goals by replacing maladjusted behavior with adjusted behavior, with teachers, parents, and administrators.
2. The students rated the group experience activities by stating their reactions in an essay type method.
3. An examination of the changes in student attitudes, self image, and academic progress were explored in depth throughout the school year in counselor-teacher-administrator follow-up conferences; to correlate academic achievement with improved student self image development.
4. The counselor attended professional conventions and conferences, and actively participated in professional counselor associations.

Name of district or county office: SAUSALITO ELEMENTARY SCHOOL DISTRICT
Address: 630 Nevada Street --Sausalito, California 94965
Elementary school enrollment as of March 31, 1969: 837 + (54 Mill Valley)
Elementary grades maintained: K thru 8 Number of elementary schools: 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The purpose of the Project was to affect behavior and attitude change, to raise the academic achievement of children, and to aid in the educational progress of the school.

ACTIVITIES:

This program includes Preventive and Rehabilitative Counseling in two Guidance/Learning Centers.

The underlying Guidance/Learning Center design is to provide a supportive place for children to go when they are in trouble. In past years, children were sent to the office in large numbers. We prefer children in difficulty to be met immediately by competent, friendly, but firm, professionally trained personnel. Crisis problems are referred to the Guidance/Learning Centers. This allows Guidance people to be involved in a responsible role with teachers and principals in the decision making process.

RESULTS:

This structure enabled the Counseling and Guidance Staff to work with students on a long and short-term basis. Long term would be the established Counseling Program as stated for the year 1965-66. Short-term treatment consisted of treatment of students who were referred by teachers for "crisis" problems.

EVALUATION:

The large number of referrals to the Counseling and Guidance Department indicates that teachers and other staff members viewed the Project as an effective aid. Numerous parent and teacher commendations were received.

Name of district or county office: Scotts Valley Union School District
Address: 150 Tree Top Drive, Santa Cruz, California 95060
Elementary school enrollment as of March 31, 1969: 1320
Elementary grades maintained: 48 Number of elementary schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To establish a seventh-eighth grade guidance program. The specific goals were to identify and aid students who had difficulty in making average social and academic adjustments.

ACTIVITIES:

1. Twenty seventh graders and twenty-eight eighth graders were selected for this project on the basis of teacher referrals, cum folder information and Wide Range Achievement Test scores.

2. A parent education program was established in which parents met for two hour sessions twice a week for a five week period to gain information concerning the problems of the Junior High adolescents.

3. A guidance seminar established over an eight week period as an elective for students was primarily a group counseling activity.

4. A great deal of time was given to individual student counseling and to counseling with parents of individual students throughout the school year.

RESULTS:

1. Improved communications were reported both between students and teachers and between students and parents.

2. Improved social adjustments were reported by both students and teachers.

3. Academic achievement improved from an average of 5.8 to an average of 6.5 or a total of .7 over a fifteen week period. This was considered a substantial improvement for these previously below average achieving seventh and eighth graders.

EVALUATION:

This was a first year guidance program and numerous lessons were learned by trial and error. In retrospect it appears that an effort was made to accomplish too much too soon. Control groups were set up too late in the school year to make valid comparisons. Wide Range Achievement Tests results and reports of those participating in the program suggest the success of the program might be rated from fair to good.

Name of district or county office: Shandon Joint Unified School District
Address: Shandon, California 93461
Elementary school enrollment as of March 31, 1969: 392
Elementary grades maintained: K-8 Number of elementary schools: 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The purpose of the project was to establish a guidance and counseling program for Shandon Unified School District and San Miguel Joint Union Elementary School District which would:
Provide counseling for students and parents, and provide assistance to teachers.
Administer the testing program and interpret results to students, parents and teachers.
Provide information on specific children useful in determining individual strengths and weaknesses and in establishing effective programs for individual needs.

ACTIVITIES: A full-time guidance counselor was employed to work two days per week in San Miguel school and two days per week in the Shandon Elementary schools (one day per week in Shandon High School).
The counselor has:
Assisted teachers in identifying and dealing with student needs.
Coordinated consultant services of County Office of Education for further assistance.
Coordinated administration of tests and interpreted same.
Counseled with individuals and groups.
Conferred with students, parents and teachers regarding problems.
Participated in workshops related to guidance.

RESULTS: Counseling and guidance services were made available for the first time on a regular basis.
Conferences with parents, teachers and students have brought about identification of and programs for children with special needs. Students whose needs could not be met successfully at the local level have been provided for through County educational services or inter-district agreements. The number of self-referrals for individual counseling is increasing.

EVALUATION: The foundation for an ongoing guidance and counseling program was established as a result of this first year effort. Parents, staff, faculty and students have come to better understand the role of guidance services. Although full acceptance has not been realized, use of the services has increased and positive reactions have been received in most cases. The experiences and successes of this year will make the next years even more meaningful, and will insure acceptance of counseling and guidance as a needed and desirable service.

Name of district or county office: SHASTA UNION HIGH SCHOOL DISTRICT
Address: 725 Cypress Avenue, Redding, California 96001
Elementary school enrollment as of March 31, 1969: 1593
Elementary grades maintained: 7-8 Number of elementary schools: 23

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The 1968-69 Title V-A Guidance Project continued and expanded objectives from the previous year. The elementary phase of Title V included:

1. Continuation of counseling and guidance services providing for seventh and eighth grade elementary students in the Shasta Union High School District.
2. Continuation of improvement on the total articulation process, elementary to high school.
3. Expansion of cooperation between administrative and teaching staffs of the elementary and high school districts.
4. Increased depth of parental involvement in the educational process.

ACTIVITIES:

1. Continued employment of one and six-tenths elementary counselors working in elementary schools.
2. Articulation meetings held in each elementary school in the high school district with teachers and administrators.
3. Administrative and staff meetings at department levels adding to the articulation and curriculum development of elementary and high school districts. Miller Mathematics Improvement Project submitted and approved and cooperation with ESEA Title III 'High Start' Project for graduating eighth graders, implemented.
4. Greatly expanded parental involvement by continuing numerous parent meetings and increased involvement in program planning for 1969-70.

RESULTS:

1. Elementary counselors, working with all elementary schools in the high school district, assisted students and teachers in vocational and educational guidance.
2. Group meetings with elementary students and visitations by eighth grade students to Nova High School further improved articulation.
3. Coordination between school districts effectively improved - cooperative programs implemented.
4. Evening group meetings with parents involved parents and students in future planning.

EVALUATION:

1. Counseling and program planning proving to be effective based upon first two years of student successes at Nova High School.
2. Articulation activities, as measured by teachers' and administrators' comments, are proving effective and a definite improvement for the education of youth.
3. Improvement in cooperative efforts measured by results. Foreign language, mathematics, social science, and English departments are working on instructional programs linking elementary and secondary curricula.
4. Parental involvement has enhanced school-home cooperation in education and vocational goals planning.

Name of district or county office: Sierra County Schools
Address: P.O. Drawer E, Downieville, California 95936
Elementary school enrollment as of March 31, 1969: 493
Elementary grades maintained: 9 Number of elementary schools: 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: Based on generalized goals common to guidance activities the following specific goals emerged:

1. To increase the sensitivity and awareness of staff members toward individual students.
    a. To enable staff to more effectively provide environments most conducive to meeting particular student needs.
    b. To reduce failure orientation - providing an atmosphere programmed for success.
2. To initiate and implement developmental activities associated with teacher inservice training.
3. To initiate ongoing parent education.
    a. To provide tools, techniques and develop attitudes toward more effective child rearing.

ACTIVITIES: Due to the extreme lag in funding coupled with a reduction of funds the proposed program was only partially fulfilled.

Experimental attempts were initiated to comply with the first goal. The guidance person worked in the classroom focusing on the resolution of general classroom behavior problems. Secondly, a large portion of the time available was utilized in one-to-one and informal small group teacher consultations. Both these strategies were carried out with the intention of providing teachers with additional, and more effective methods of interacting with children.

The second goal was achieved to, at most, a minimal extent. Planning was initiated to effect inservice training for the fall of 1968. The proposal was to allow a weekly minimum day in the school, thus providing available time and district commitment for inservice education.

The third goal was acted upon through individual parent conferences with the guidance person.

RESULTS:

1. Teachers utilized the guidance person increasingly as a consultant.
2. Individual students became a more common focus of discussion.
3. Special activities were developed for students with more extreme needs.
4. A commitment for increased guidance service resulted.

EVALUATION: No formal attempt was made to evaluate the project due to its relatively brief nature and to the inability to adequately implement the goals. However, the results listed are certainly indicative of success in terms of an increasing awareness of and commitment to guidance services.

Name of district or county office: SOLANA BEACH ELEMENTARY SCHOOL DISTRICT
Address: 315 North Rios, Solana Beach, California 92075
Elementary school enrollment as of March 31, 1969: 1,339
Elementary grades maintained: K-6 Number of elementary schools: 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To continue demonstration of the role of counseling as a functional part of elementary educational programs in two cooperating districts; to provide testing and diagnostic services to children with learning problems; to provide personal counseling to children with behavior problems; to expand understandings on the part of the school staff of the developmental aspects of guidance for all students; to work with parents and children in group counseling situations; and to increase community understanding of the counselor's activities.

ACTIVITIES:

During this year the counselor's activities included: diagnostic testing, counseling, referral and placement of children with learning problems, including parent counseling and conferring with teachers; coordinating the program for children with learning disabilities in one district, which entailed individual and parent counseling; arranging a PTA meeting at which a psychologist spoke on "Parent Effectiveness Training"; class-wide group counseling on aspects of personality growth and responsibility in conjunction with those chapters in the California State Text on health for the fifth and sixth grades; speaking to meetings of parents in a local Parent Participation Nursery School and the California Association for Neurologically Handicapped Children; coordinating the State and district group testing programs for both districts, including tabulating and reporting test results for the State, and conferring with teachers on test evaluation for individual children; providing liaison with the county administered EMR program.

RESULTS:

Over 100 children were individually seen by the counselor; parent referrals were increased over last year; school staff members and parents are becoming more aware of the problems of the neurologically handicapped child, and more alert to symptoms which distinguish these children. One of the school districts had its first class for educationally handicapped children for primary grades, and a learning disability group for intermediate grades, and these programs are to be continued next year. Teachers in one district have included the counselor in planning for a kindergarten screening program, and the counselor provided evaluation resources for this program.

EVALUATION:

A basic evaluation of the counseling program on a cooperative basis was made when one of the cooperating districts chose to discontinue the counseling program. At the same time the other district made a decision to employ a full-time counselor for the next school year. In each case, staff and administration seemed to be in substantial agreement as to the need, or lack of need, for counseling services in their schools.

Name of district or county office: Solano County Office of Education
Address: County Building; Fairfield, California 94533
Elementary school enrollment as of March 31, 1969:
Elementary grades maintained: Number of elementary schools:

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The major goal for the Coordinator of Guidance in the Solano County Office of Education is to promote an effective and efficient operation of guidance services within the County for the benefit of students, especially:

(1) Develop a county-wide organization for district counselors to help upgrade school guidance programs through exchange of ideas and by visiting other guidance programs.
(2) Provide a county-wide in-service training program for school guidance personnel;
(3) Develop, initiate, and improve guidance programs in the elementary schools;
(4) Develop greater involvement of teachers and school counselors in vocational guidance.

ACTIVITIES:

The following activities have been carried out:

(1) Meetings of the counselors in various schools to discuss practices of that school;
(2) Meeting of the head guidance person from each district to coordinate county planning;
(3) In-service workshops in group dynamics, vocational counseling of the disadvantaged, and drug abuse;
(4) Take select administrators to districts who are developing elementary guidance programs;
(5) Assist teachers and counselors in developing career units.

RESULTS:

The in-service workshops were termed successful and there has been a request by the County Board of Education to establish a more intensive workshop in vocational counseling. There are two committees studying how a county-wide program could be started in follow-up study and implementing a better system of dispensing occupational information. The meetings with the counselors have been very good, but the counselors want to study the format of the program.

EVALUATION:

The success of the programs can be objectively evaluated by days of meeting and numbers of people. Twenty five meetings were conducted by the coordinator with over seven hundred and fifty people in attendance. Subjectively, the program can be evaluated by the evidence of two programs being repeated by the interest of the educators and two committees studying how to improve the school guidance program for next year.

Name of district or county office: Sonoma County Schools
Address: Room 111E, 2555 Mendocino Avenue, Santa Rosa, California 95401
Elementary school enrollment as of March 31, 1969:
Elementary grades maintained: Number of elementary schools:

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: In the area of county school guidance, the purposes of the project were to stimulate the development of elementary school guidance programs, coordination of preschool activities, and the initiation of preventive programs.

ACTIVITIES: 1) County-wide meetings on elementary school guidance involving administrators and elementary school counselors.

2) Development of a prekindergarten evaluation instrument to screen incoming kindergartners. Inservice training of teachers to conduct the assessments.

3) Establishment of an interdisciplinary committee to develop plans for a County-wide Learning Research Center. This committee involved school administrators, nurses, speech therapists, remedial reading clinicians, and psychologists; representatives of the medical profession, the Probation Department, Mental Health Clinic, and the Public Health Department.

4) Consultation with specific school districts to initiate plans for the development of an elementary school counseling program.

5) Consultation and leadership roles in prekindergarten activities, such as Head Start as a member of the Board of Directors.

RESULTS: Since the initiation of the project, the following discernible outcomes have been evident:

1) Nineteen districts have become involved and will conduct prekindergarten screen programs either this spring or next fall for the 1969-70 school year. This will involve a survey of over 1,500 children.

2) A County-wide Learning Research Committee has reached the stage where specific plans are being developed to ultimately initiate, on a small scale, a Learning Research Center, primarily through local State college resources.

3) Helped to initiate a training program for developmental examiners conducted by the Gesell Institute (Frances Ilg).

4) Thirteen districts have made contacts regarding the establishment of elementary school guidance programs, utilizing elementary school counselors.

5) Meetings were held with private preschool directors to improve articulation between them and the public schools and to explain some of the prekindergarten survey procedures.

EVALUATION: The evaluation of the year's project is both subjective and objective. Objective evidence, as indicated by the "Results" section, demonstrates that specific outcomes have evolved. Subjectively, school districts in Sonoma County were stimulated to establish more specific elementary school guidance programs and to initiate preventive programs. An important outcome is that, through the initiated activities under the project, in the ensuing years an existing staff member will be able to carry on some of the activities through consultation without the use of any specific project funds.

Name of district or county office: South Bay Union School District
Address: 601 Elm Avenue, Imperial Beach, Calif. 92032
Elementary school enrollment as of March 31, 1969: 5754
Elementary grades maintained: k - 6 Number of elementary schools: 9

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: Use classroom counseling (as differentiated from individual or small group counseling) as a method to facilitate pupil awareness of feelings, needs, attitudes, and values with concomitant development of better communication skills.

ACTIVITIES:

1. Set up an experimental program using random selection techniques with two fourth, two fifth, and two sixth grade classes in three different schools.
2. Each experimental group met for about forty-five minutes each week with the counselor and one of the teachers (the two teachers alternating weeks) while the control group met with the other teacher for regular school activities.
3. Film strips and short stories which reflected pupils stated areas of concern were used as vehicles to stimulate discussion and to help bring about awareness of feelings, needs, attitudes, and values. The fish bowl and role playing techniques were also used.

RESULTS:

1. The semantic differential was used as a means of evaluating how the pupils saw themselves and how they felt other people saw themselves and how they felt other people saw them in group discussions.
2. Using a profile analysis, no differences were noted between the fourth and sixth grade classes. However, a highly significant difference above the .001 level of confidence was seen between the fifth grades with the control group seeing themselves more positively as well as feeling other people saw them more positively in group discussion.

EVALUATION: That differences showed up in the fifth grades, but not in the fourth and sixth, seemed to be a function of the attitudes of the two fifth grade teachers, both of whom appeared to be more "guidance oriented" than the other teachers in the project. Their overall involvement with the groups, as compared to the other sets of teachers, was greater and possibly carried over into their everyday program.

That differences between the fifth grade control and experimental groups showed up with the control group evaluating themselves more positively may be a function of the experimental group being more aware, more analytical, and/or more critical of themselves than before the project began.

The pupil counseling part of the study was carried on for one semester. The first semester was needed to involve parents, teachers, and principals in the planning of the project. The short time of the project, plus the fact that the control groups were often participating in activities that were greatly desired by all the children (art, playground, etc.) made the odds against success greater. Nevertheless, significant differences in the fifth grade group suggest the hypothesis that with more sessions and with "guidance oriented" teachers, classroom counseling may help pupils become more aware of themselves and significantly enhance their communication skills.

Name of district or county office: Southern Kern Unified School District
Address: P.O. Drawer CC, Rosamond, Ca 93560
Elementary school enrollment as of March 31, 1969: 573
Elementary grades maintained: K-6 Number of elementary schools: 2

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: To provide data regarding each child that will assist teachers and school administrators to arrange for classroom organization, materials and lessons best suited to the educational development of each Elementary child and thus assisting each child in understanding the purposes of educational growth in terms of his total development.

ACTIVITIES: (1) Standardized testing program at each grade level in scholastic aptitude and multiple achievement batteries.
(2) Teacher-Counselor conferences regarding test results of every child.
(3) Permanent records up-to-date. (4) Teacher referred students were provided individualized counseling to help aleviate personal and unacceptable classroom behavior.

RESULTS: Classroom teachers were given considerable support in the task of understanding and evaluating the needs of each individual child. Pertinent data was accumulated in order that longetudinal studies of individual child growth can be compiled.

EVALUATION: The individual counseling aspect at the elementary level appears to be needed only rarely. The counseling time spent with teachers was highly beneficial to this district's educational program. This district feels that at the elementary level only group counseling will be considered in the future.

Name of district or county office: STANDARD ELEMENTARY SCHOOL DISTRICT
Address: 1200 North Chester Avenue, Oildale, California 93308
Elementary school enrollment as of March 31, 1969: 2,246
Elementary grades maintained: K-8 **Number of elementary Schools:** 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: There were four main purposes of the 1968-69 Program: (1) To intensify the counseling and guidance services (with ever increasing emphasis upon the prevention rather than remedial), and hopefully to demonstrate the success of these services to all junior high pupils, and pupils K-6 in Standard Elementary and Wingland, by making possible better cooperation among principals, psychologist, counselors, and teachers, plus inservice activities for these purposes; (2) to continue an after-school Guidance-Learning Center with 2 to 1 or 1 to 2 teacher-pupil relationship which might reach and change some of the "hard core" problems; (3) to tie the guidance-counseling program more closely into the curriculum and classroom activities of the 3 schools; (4) to continue the developmental survey of the district program and to implement the changes and additions recommended by that survey.

ACTIVITIES: It must be noted that one experienced counselor was out with illness from December through June (although replaced by a well qualified substitute). (1) The figures show a definite increase in the number counseled and served by the psychologist, with practically unanimous agreement that results were worthwhile for most of the pupils counseled. (2) Inservice activities reached a total of 7 teacher aides and 30% of our teachers for a total of 36 hours. (3) Five teachers and 2 Fresno State College teacher trainees reached 11 pupils in the Guidance-Learning Center with 3 cases finally resolved, 1 case dropped as a failure and 4 graduated to high school with special recommendation for help. Youngsters transferring out of the district made it difficult to assess their personal progress in this program. (4) Our new forms of referral and answer for both teacher and pupil requests were modified following consultation with classroom teachers after some pilot use. (5) Developmental survey is continuing to provide basis for reorganization in guidance services and has led to a definite separation of counseling from discipline.

RESULTS: The above mentioned absence of one counselor makes it difficult to assess our results, but both pupil and teacher requests for conferences and help have tripled since our school's participation in Title V-A program. A measure of success of the Guidance-Learning Center is the increasing requests for pupil service, and teacher participation in this program will continue to expand as funds for reaching students become available. Participation by teachers in inservice training was quite widespread and led teacher requests of more study in similar areas.

EVALUATION: Still too often the high mobility of our student enrollment prevents us from making complete assessment by pre- and post-testing. But, the data does show more work, more home-school involvement, better understanding on the part of the administration concerning staff, teachers and parents. The capabilities and limitations show a good guidance-counseling program. Next year, the 4th under Title V-A, should continue to show a definite and real improvement in student attitude, growth, and success.

Name of district or county office: **STANISLAUS COUNTY SCHOOLS**
Address: P. O. Box 1697, Modesto, California 95354
Elementary school enrollment as of March 31, 1969:
Elementary grades maintained: Number of elementary schools:

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The purpose of this project was to provide a Coordinator of Guidance to work with elementary school guidance counselors in the school districts of the county. His position required that he survey guidance activities in grades 7 through 12; that he develop a guidelines document for administrators, counselors and teachers; that he generate a plan for a Career Information Service to include a Careers Exposition, career information dissemination system, and a collection and cataloging of multi-media career information; that he coordinate a summer workshop for school counselors' in-service training; and that he work to open channels of communication and operation in all phases of guidance with all guidance workers and community agencies.

ACTIVITIES:

The Coordinator of Guidance has held meetings with groups of elementary counselors, and he has visited counselors individually in determining guidelines to be used in explaining the role of school counselor and the interpretation of that role to administrators, teachers, and parents. Other agencies of the community--social welfare, probation, law enforcement, labor, the professions, government, and services--have been involved in the planning and operation of a Career Exploration Center, which operated for three days as a center to which students in grades 7 to 12 were transported for career information. Stanislaus State College is cooperating with the County Department of Education to provide a Counselors' Career Guidance Workshop which will be held this summer.

RESULTS:

Over fifty counselors and teachers have applied for admission to the Counselors' Career Guidance Workshop to be held in August. Two-hundred-twelve representatives of the professions, service occupations, government, industry, business, and labor volunteered their services as occupational advisers at the Careers Explo 1969. They gave occupational information in regularly scheduled groups to 7,012 students.

EVALUATION:

In response to questionnaires regarding the Career Explo, 97% of the people in business, industry, and the professions, 96% of the teachers, 95% of the counselors, 93% of the PTA, 90% of the students, and 100% of the administrators thought that the Center as operated this year was worthwhile and should be continued. The County Department of Education acts as a clearing house for all guidance activities, guidance information, including occupational information and community-school relationships, including speaker's bureau, in making the best use of community resources for improving education. High on the list of needs is a priority given to the need to motivate pupils to greater achievement in the regular school program through the setting of tentative goals and working toward self-appraisal of students as important data in making occupational choices. Other evaluations are in progress.

Name of district or county office: Stanislaus Union School District
Address: 1931 Kiernan Avenue, Modesto, Ca. 95350
Elementary school enrollment as of March 31, 1969: 1608
Elementary grades maintained: K-8 Number of elementary schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The purpose of this project was to enhance the 7th and 8th grade students' self concepts, widen the scope of their interests, develop awareness of the needs of others, and an interest in the community. For kindergarten, the purpose was to assist the teacher in evaluating the readiness and progress of their children, to assist the children in adjusting to the school situation, and to provide consultation to parents in aid of their children's adjustment.

ACTIVITIES: (Sr. Elem. Level) Activity groups were set for the last school day module because the children are all bussed. The activities were chosen by the school, as well as suggested by the students, in their last year's evaluation. The activities were nursing, sewing, drama, chorus, science experiment, office helpers, band, newspaper, yearbook, engine mechanics, tutoring and study hall. Such activities were held once, twice or more a week. The school nurse, teachers, senior high school students, as well as junior college students, who desired work experience and volunteered for it, were selected by their school counselor and junior college placement bureau. The activities were used as counseling aids to provide placement according to the needs of the students. The first week of school the new school psychologist was introduced to the students. Parents were made aware of the counseling service in the schools. The teachers were provided with Observed Incident Forms on referred students. Individual and group counseling was provided to the students, and the services of the school psychologist were made available to faculty meetings, conferences with parents, the individual teachers and the school principal. (Kindergarten Level) The services of the psychologist in charge were made available to the kindergarten teachers, children and parents. Classroom observation and regular conferencing with the teachers were provided.

RESULTS: (1) Teacher post evaluations indicate a significant decline in the negative behavior. The number of detentions issued to counseled students was reduced noticeably and the students' attitudes as provided by their post-evaluation indicate a significant positive change in the direction of interpersonal relationship, self image, and community services. (2) Students indicated satisfaction with the content of their group activities. They gave very valid suggestions towards improving them, as well as, adding to them. (3) Noticeable positive changes in the achievement of many of the counseled students. (4) The number of self referred students to discuss ways of assisting self and others increased.

EVALUATION: (1) The results indicate that the individual and group counseling supplemented by the activity groups as a remedial service were useful in providing the desired change in self image, attitude and academic performance of many of the counseled students. (2) The students expressed an awareness and acceptance of their need to communicate with their teachers and counselor. (3) Students' growth was demonstrated by volunteering to aid their fellow students.

Name of district or county office: Stockton Unified School District
Address: 701 North Madison Street, Stockton, California 95202
Elementary school enrollment as of March 31, 1969: 18,382
Elementary grades maintained: K-6 Number of elementary schools: 32

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The purpose of the second year project is to continue an elementary level program of counseling and guidance emphasizing prevention of serious emotional or learning problems through both early identification and provision of the guidance effort to all children. Other goals are to demonstrate, after guidance and counseling activities, increased student adjustment, social acceptance, motivation for learning; to ascertain the superiority of methods of guidance; and to provide a model of a prevention program as exemplary for other districts to follow.

ACTIVITIES: The principle that guidance and counseling efforts are for all, not just those with problems, apparently was understood more clearly by students, teachers, and parents since voluntary requests for counseling increased considerably. An emphasis on groups rather than individuals was continued. An increased practice has been to involve an entire classroom in counseling engagements, with the teacher present as an observer. Working with teacher groups was emphasized more this second year. The coordinating psychologist serves each school on both a direct and indirect basis, i.e., in team counseling or consultation. Inservice meetings are held for the counselors three times a month. Data are still being collected for research purposes from questionnaires, adjustment inventories, sociograms, and recordings.

RESULTS: A definite increase in voluntary requests for counseling or consultation by parents, by students, and by teachers suggests not only acceptance of the program but also satisfaction with the concomitance of the counseling process. Results of both teacher and parent questionnaires designed to encourage free expression through open-ended questions elicited highly favorable responses, generally indicating a positive attitude change of those counseled. Pre and post adjustment inventories have paralleled the questionnaire results.

EVALUATION: Based on the generally positive results of questionnaires, adjustment inventory gains, increased requests for counseling services, enhanced interest and involvement, the project has been viewed as quite successful. A number of principals of elementary schools within the district have continued to request expansion of the program.

Name of district or county office: Stone Corral Union Elementary School
Address: 15590 Avenue 383, Visalia, California 93277
Elementary school enrollment as of March 31, 1969: 120
Elementary grades maintained: K-8 Number of elementary schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. To continue counseling services to our seventh and eighth graders.
2. To expand our counseling services from kindergarden through sixth grade.
3. To complete our testing program so all students are tested.
4. Continue to improve our program for Eighth Grade Orientation.

ACTIVITIES:

1. With the help of our seventh and eighth grade teachers we were able to expand our program.
2. With the help of our administrator we were able to expand our counseling facilities from kindergarden through sixth grade.
3. We have tested all students.
4. We had group counseling sessions with eighth graders and they spent a day at the high school.

RESULTS:

1. Our program was further expanded for seventh and eighth graders through group counseling and the use of filmstrips to make students aware of college and vocational training.
2. We now have a complete counseling program, K through 8th.
3. All students are now tested and our teachers have a clearer picture of each student in their classrooms.
4. We had many group counseling sessions with our eighth graders to familiarize them with our high school. Study, courses, and activities were discussed. They all spent a day at our high school. We selected a high school freshman to take each eighth grader through his schedule and show him the campus.

EVALUATION:

We had many added experiences over that of last year. We were able to show our students many new filmstrips in guidance and vocations. We had many group discussions with our eighth graders to acquaint them with the high school they will attend next year. We were able to help many teachers in the primary and intermediate grades with students who were behavior problems or students who had learning problems. All students have been tested and this has been an advantage to our teachers. Our parent participation hasn't been what we would like it to be, but many of our parents are field workers and are hard to contact.

Name of district or county office: Sunnyvale School District
Address: 750 East Arques Avenue, Sunnyvale, California 94088
Elementary school enrollment as of March 31, 1969: 10,518
Elementary grades maintained: K-8 Number of elementary schools: 18

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The 1968-69 Title V project was written with a two-fold purpose: (1) to continue and expand the counseling program at K-6 school level instituted in 1967-68; (2) to extend the summer counseling program at three intermediate (7-8 grade) schools started in 1966.

ACTIVITIES: One additional K-6 counselor was employed so that three schools had an individual acting in this capacity. The summer counseling program was extended from a six week to an eight week program.

K-6 Counseling: The three K-6 counselors reported the following activities in connection with their yearly work. (1) 2,076 interviews with children; (2) 156 parent conferences either at the home or at the school; (3) 607 teacher conferences; (4) 202 group counseling sessions with children; (5) 51 psychological referrals; (6) 41 contacts with community agencies. In addition, the counselors facilitated articulation with the intermediate schools by periodic meetings with counselors at that level and by seeing that student records were complete. The counselors also administered the group testing program at each of their schools. Lastly, a parent brochure was developed describing counselor services.

Summer Counseling: The extension of time enabled the six counselors who were on duty during the summer to complete a total of 1,068 interviews with parents and children thus increasing the effectiveness of the program.

RESULTS: All of the following counseling activities at two K-6 schools which had used counselors during the 1967-68 school year increased during the second year: number of student self-referrals, which showed up as better techniques in dealing with their peers, teachers and parents, as well as a better attitude toward school; teacher requests for conferences with counselors and consequent better understanding of children's behavior; a parental request for counselor conferences; which improved school-parent relationships; use of test results by teachers; identification of children needing special services and special education; closer articulation between K-6 and intermediate schools; liaison with community agencies.

With the third year of operation of a summer counseling program in 1968, the Board of Education authorized the continuance of the program solely from district funds during the summer of 1969. Thus, through the influence of Title V funds, the counseling program was extended to provide a longer period of services than would have been the case if the Board had been initially asked to subsidize the program from local funds alone.

EVALUATION: The evaluation of the Title V for 1968-69 was evaluated through the following means: (1) written questionnaire to parents and teachers, (2) a subjective evaluation by the principals, (3) a subjective evaluation by intermediate counselors. The concensus of opinion of all groups surveyed was that the programs were worthwhile. The results described in the preceding section have resulted in suggestions from K-6 principals that the program be expanded to additional schools.

Name of district or county office: Sylvan Union School District
Address: 2908 Coffee Road, Modesto, California
Elementary school enrollment as of March 31, 1969: 3115
Elementary grades maintained: K-8 Number of elementary schools: 5

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: To expand the District's guidance program by: (1) establishing in 7th and 8th grades a group counseling program designed to increase self-confidence, effect changes in behavior, improve work habits and attitudes, and improve achievement; (2) increasing appraisal and counseling at all grade levels, with emphasis upon working with parents and teachers to help them in functions of prevention and intervention. (It is hoped that this intensive communication will benefit other family members and other pupils, in addition to those referred for appraisal and counseling.)

ACTIVITIES: The group counseling project involved 5 girls and 8 boys in the 8th grade. They met with the counselor for 14 weekly sessions of 45 minutes. Sessions centered around such topics as, "Your Abilities," "Your Values," "Attitudes," "Self-Evaluation," and "Conformity." Rating scales and questionnaires were administered for the purpose of self-evaluation and discussion. These were later used in the final project evaluation. They were also used with a matched pair control group.

Increased guidance personnel made possible the expansion of the individual counseling project begun in 1967. Thirty-six pupils (grades 3-8) were counseled on an intensive basis and 164 pupils received supportive counseling. Close communication was maintained with parents and teachers of counselees.

RESULTS: In the group counseling project pre- and post-project grades were compared. The experimental group showed a gain of .26 grade point average over the control group. Negative behavior traits diminished from 30 to 25 in the X-group and from 52 to 48 in the C-group, according to teacher and questionnaire responses. Work habits, attitudes, and conduct (measured on a scale computed as GPA) improved .35 GPA in the X-group. Responses on a self-rating scale indicated pupils perceived a change in their own behaviors--a total gain of 18 positive behaviors occurred. A weekly checklist indicating change in such behaviors as "usually arrived in class on time," "with books," "with assignments completed" showed perception of improvement in 7 cases. In the final evaluation, 4 students rated the project as excellent, 5 as good, 4 as fair, and none as poor. All felt it should be continued next year. Eight said they viewed themselves differently as a result of the course. Five noted no difference. Attendance was excellent. Participation and cooperation were very good.

Results of individual counseling showed gains in most cases. Increased involvement of parents appears to have resulted in improved attitudes toward school as expressed by pupils, parents and school personnel.

EVALUATION: Although the gains made in the group counseling project were statistically small, all changes noted were in a positive direction. Greater gains might have been effected if the project had involved a longer period of time or perhaps more frequent sessions.

As individual counseling becomes more valued as part of the District's total educational program, increased cooperation between parents and school personnel are evident.

Name of district or county office: Templeton Unified School District
Address: P. O. Box 218, Templeton, California 93465
Elementary school enrollment as of March 31, 1969: 262
Elementary grades maintained: K - 8 Number of elementary schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To initiate a counseling and guidance program in Templeton schools by sharing one guidance-counselor K-12 half of her time to be devoted to assisting teachers in identifying reasons why some pupils are not adjusting to school and playground routines; this is to be accomplished through carefully chosen tests of ability and intelligence, through personal counseling of maladjusted pupils, through conferences with parents, foster parents, part-time nurse, welfare and child care personnel.

To provide a judicious evaluation of each child to make individual teaching and personal encouragement toward successful learning easier to accomplish.

ACTIVITIES:

1. Counselor consulted San Francisco State College Testing librarian for recommendations and acquired Otis-Lennon test, W.P.S.'s "Button," a Projective Test for Pre-Adolescent and Adolescent Boys and Girls, and the Anton Brenner Developmental Gestalt Test of School Readiness for kindergarten to 1st grade matriculation.

2. Counseling periods were established on a weekly basis for referred pupils from 1st, 2nd, 4th, 5th, 6th and 8th grades; disruptive children received non-directive, permissive counseling, testing, success experiences with jig-saw puzzles and self-image encouragement was accomplished through view-finder vacation conversation, film strip study techniques and positive reinforcers.

3. Truancy and medical problems were identified and treated as much as possible; a hemophiliac and a 7th grader with ulcers and several cases of malnutrition were identified and befriended. Elastic thread and ice packs were administered, and home visits and free lunch arrangements were made.

4. All kindergarten children were individually tested with the Gestalt test, in cooperation with the kindergarten teacher.

5. Grades 2,3,4,5,6 were given Otis-Lennon tests which enriched their cumulative files with percentiles and stanines as well as age grade norms, and I.Q.'s. These supplemented state tests, which were given to grades 1, 2 and 3 early in May. Counselor personally organized grouping and participated in this testing.

6. Grades 4, 5 and 6 participated in penmanship exercises which counselor sent to National Board of Examiners in Florida, subsequently receiving individual certificates for each child, indicating acceptance or improvement.

7. Information and education was provided, 4,5,6 and 8th grades when 4th grade smokers precipitated ordering and showing films and film strips from the American Cancer Association, with follow-up discussion of a directive nature.

EVALUATIONS:

1. Teachers and students expressed relief at having a person and place to go to in cases of trouble.

2. Former classroom testing was supplemented very effectively with individual and group diagnostic testing.

3. Self-images improved with most of referrals who began taking more pride in improved work skills, better grooming, and better attitude and behavior.

Name of district or county office: **Tracy School District**
Address: **315 E. 11th Street, Tracy, California 95376**
Elementary school enrollment as of March 31, 1969: **3,161**
Elementary grades maintained: **8** Number of elementary schools: **7**

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: The primary purpose of the project was to expand the counseling program to include more students as well as to involve their parents in systematic activities related to the school. Another primary purpose was to involve the counselors more directly with the teachers at all levels to develop dialogue which would result in changes in the instructional programs. A third purpose was to encourage teachers, parents and administrators to realistically look at the instructional programs as they pertain to all students.

ACTIVITIES: Among the activities conducted during the current school year are: Individual and small group counseling. Individual and small group meetings with teachers and administrators. Individual and small group contacts with parents. In addition to these activities the counseling staff involved a larger number of students in special programs such as an elementary aide program using seventh and eighth grade students as teacher aides. Traditional activities such as registration, orientation programming and progress reports were an integral part of the counseling program. The Counseling staff continued their program of sixth grade orientation and initiated an "Introduction to Senior Elementary School" night for incoming seventh graders and their parents. The prime responsibility for articulation among the K-6 schools, the 7th and 8th grade school and the high school was borne by the counselors at the 7th and 8th grade level.

RESULTS: A greater number of parents became involved in the educational programs of their children as evidenced by the increased attendance at various meetings and special activities. The number of students requesting inclusion in the elementary aide program increased to the point that many interested students could not be included due to the shortage of personnel for supervision. The request for aides increased as the primary level teachers had an opportunity to work with the aides. A proposal to restructure the existing educational program at Senior Elementary resulted from the many meetings with parents and staff meetings. The prime construct of the proposed reorientation provides for a program making individual responsibility of utmost importance and providing an evaluative strategy to assess the effects of the activities.

EVALUATION: Even though some counseling was provided at the K-6 level the amount of time available was not enough except to provide a superficial examination of the problem. This factor alone serves as a detriment to viable counseling programs. Overall the project would be evaluated as a successful endeavor to meet the individual needs of the students. Many communities are confronted with the need for additional personnel to adequately handle the problems facing young people. Until such time as adequate funding makes possible adequate staffing counseling programs will be faced with "fire-fighting"or remedial tasks rather than preventive tasks.

2

Name of district or county office: TRAVIS UNIFIED SCHOOL DISTRICT
Address: DE RONDE DRIVE, TRAVIS AIR FORCE BASE, CALIFORNIA 94535
Elementary school enrollment as of March 31, 1969: 3,195
Elementary grades maintained: K-8 Number of elementary schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: To initiate a counseling program that would be the basis on which to build a meaningful, purposeful, need fulfilling intermediate school counseling and developmental guidance department.

ACTIVITIES:

1. Individual counseling and guidance.
2. Group counseling and guidance.
3. Scheduling new students and special grouping of math classes.
4. Group testing - The Otis Quick Scoring Mental Ability Test Gamma was given individually as well as in groups before and during school.

RESULTS:

1. Vocational guidance presentation to all eighth grades.
2. Vocational trailer utilized by almost one hundred percent of the eighth graders.
3. Parent-counselor interviews.
4. Interring progress reports--showing present standing of pupil evaluated by each of his teachers.
5. Psychological referrals to school psychologist and outside agencies.

EVALUATION:

Our original intent was to organize a meaningful, purposeful, need fulfilling counseling, and developmental guidance program that would be positively accepted by all students and faculty. We believe that much has been accomplished towards achieving this ultimate end. However, we do not feel we have arrived, on the contrary, there is always room for improvement and amplification in any growing program. "Generally speaking, the counseling program has been very successful."

Name of district or county office: **TULARE COUNTY SCHOOLS**
Address: **202 County Civic Center, Visalia, California 93277**
Elementary school enrollment as of March 31, 1969:
Elementary grades maintained: Number of elementary schools:

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The purpose was similar to the 1967-68 project: to provide consulting service to elementary and secondary schools in Tulare County which are considering new or augmented programs with guidance personnel. The project continued to conduct in-service guidance workshops for administrators, teachers, and counselors in the schools, and to conduct in-service meetings with related professional groups.

Activities: A professionally trained guidance person continued to meet routinely with personnel of high school districts, and of the elementary schools sending children to the specific school. Roughly 12 such in-service meetings were held. The personnel involved in the meetings included administrators, teachers, counselors and psychologists, and welfare and attendance workers.

Results: It is believed that there has been an increased sensitivity on the part of teachers, counselors, and administrators, to the broad objectives of the total guidance program, and that articulation of guidance facilities between elementary and secondary personnel has been enhanced.

Evaluation: Assessment through informal interviews with elementary school administrators and teachers indicated formulation and initiation of additional and new guidance practices in approximately 15% of the elementary school districts.

Name of district or county office: Office of Tuolumne County Superintendent of Schools
Address: 43 N. Green Street, Sonora, California 95370
Elementary school enrollment as of March 31, 1969: 3304
Elementary grades maintained: K - 8 Number of elementary schools: 12

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: We propose to continue upgrading our guidance program in a qualitative and quantitative manner by providing the various schools of the county with more concentrated guidance and psychological services. Our goals are: to prevent problems; to promote effective interpersonal behavior; to assist pupils, teachers and parents to agree generally on the achievements and behavior to be expected, and to assist students, including, slow, average, and gifted, toward achieving their greatest potential, including vocational guidance.

ACTIVITIES: The following activities were utilized to accomplish the project goals:

1. Administered individual psychometric instruments and assessed students social and emotional adjustment and educational attainment.
2. Identified the talented students.
3. Interpreted test results to administrators, teachers and parents.
4. Increased parents, teacher, and pupil conferences with intent to relate how a pupil as an individual is related to society's requirements and opportunities.
5. Helped troubled students to be understood.
6. Referred students and parents to outside agencies for help in solving their problems, such as medical, mental health, welfare and health department.
7. Provided counseling and follow-up counseling for troubled students.
8. Worked with probation, welfare, mental health, and other county school offices.
9. All elementary group testing for the county was administered.
10. Extend to grades 7 and 8 some vocational guidance.

RESULTS: It was reported that administrators and teachers are more aware of student's individual differences. Referrals are on the increase. Group testing was completed. Follow-up studies on special education children were completed. There were more parent-teacher conferences conducted. Students with learning problems were placed in individually prescribed programs. More meetings were conducted to interpret test scores to administrators, school trustees, teachers, and parents and how to best utilize the results of the testing program. A better working relationship was established with community agencies, such as mental health, probation, welfare, and the health department to the extent that an inter agency committee was formed to utilize total services in the county.

EVALUATION: The number of psychometric evaluations were not increased, but more conferences with teachers were held to work a prescribed program for individual students. More parent conferences were included to help the home follow-through with a total program. The number of interagency contacts continues to increase with a sharing of information. The number of student, school personnel, and parent counseling hours more than doubled again. Time spent in inservice training in guidance techniques was increased from eighty hours to one hundred and twenty hours. The project made it possible for continuation of administering all of the county elementary group testing. The project was a success in that many previously unprovided guidance services were made available to the districts, including vocational guidance. We learned that the more such services are provided, the more are requested, in particular counseling in elementary schools. It appears that the success of the project is judged in terms of the acceptance of last year's goals with requests for more programs to do in-depth training.

Name of district or county office: Turlock Joint Elementary School District
Address: 700 Arcade (P.O. Box 1105), Turlock, California 95380
Elementary school enrollment as of March 31, 1969: 3192
Elementary grades maintained: K - 8 Number of elementary schools: 7

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: Counseling services were provided for all students in grades six, seven, and eight who exhibited a need for this type of service through demonstrated: (1) aggressive behavior, (2) withdrawal, (3) emotional instability, (4) underachievement, (5) delinquent traits, (6) lack of interest in school, and (7) adjustment problems.

Students were screened for special education classes in the district by utilizing the help of the school psychologist.

ACTIVITIES: The greatest portion of counseling time has been given to the screening of pupils to determine those who definitely have a need for counseling and a specially planned educational program. After a careful study of all available information, a guidance plan was formulated. The help of teachers, parents and administration was enlisted in helping to meet the needs of these students.

Group counseling sessions were held with two specially organized self-contained seventh and eighth grade classes.

Special help, in an attempt to reach more students, was also given all eighth grade students in planning programs for entry into high school.

RESULTS: Some progress has been made in the area of preventive counseling in the midst of demands for attention to seriously developed problem cases. Self-referrals have increased in number. A greater number of parent conferences has been conducted involving parents and teachers.

Seventh and eighth grade students have made extensive use of the Project View equipment.

EVALUATION: Although a great deal of progress has been made in dealing with serious problem cases, greater attention must be given to preventive counseling at all levels, especially in the lower grades (K-5).

Many problems of students can be completely avoided through a carefully administered guidance program organized to provide a learning situation, and designed to meet the unique needs of the students. This would require changes in areas such as: (1) the reading program, (2) the promotion policy in grades K-3, (3) grouping for instruction in all grades, (4) class size, (5) special education, and (6) curriculum.

Name of district or county office: Ukiah Unified School District
Address: School & Henry Streets, Ukiah, California 95482
Elementary school enrollment as of March 31, 1969: 4,231
Elementary grades maintained: K-8 Number of elementary schools: 9

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. To create positive attitudes toward school
2. To assist pupils in the development of positive but realistic self perceptions
3. To promote effective interpersonal behavior
4. To minimize learning problems
5. To assist each pupil, his teacher, and his parents to agree generally on the achievement and behavior to be expected of him

ACTIVITIES:

1. Individual and group counseling with students
2. Consultation with teachers and parents
3. Coordination of counseling and psychological services
4. Accumulation and reporting of pertinent data

RESULTS:

Approximately half of the students were involved in individual or group counseling. Counselors met with 40 different groups of about seven students for 8 to 12 meetings.

One hundred and thirty-five parent contacts were made regarding school and personal problems.

Consultation was held with teachers concerning student performance and behavior.

A student attitude survey was taken and the results summarized to provide a base point to evaluate future changes in attitudes.

EVALUATION:

Student support of the counseling program on drug abuse was very high. On an objective survey 93% of the students rated the program good or very good. A citizen's committee reviewing district programs recommended an expansion of the counseling program and additional personnel to implement this. A study of student perceptions of their achievement was begun and initial data collected. The final data will be gathered at the close of the school year to check the effectiveness of counseling in this area. More teachers have made referrals to the counselor this past year than in the previous two years.

Name of district or county office: **Union Elementary School District**
Address: 5175 Union Avenue, San Jose, California 95124
Elementary school enrollment as of March 31, 1969: 10,476
Elementary grades maintained: K-8 Number of elementary schools: 17

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: To develop a program of educational and career planning for slow learning junior high school students with emphasis being placed on building positive self-concepts, developing a relevant curriculum directed toward vocational success, and promoting better teacher understanding and interest in the slow learning student.

ACTIVITIES: A steering committee for the project was formed consisting of a project director, project coordinator, curriculum specialist and the two junior high school principals. This committee formed guidelines and assisted the teacher-counselor committees.

The project coordinator familiarized herself with the program then in operation by class visitations and interviews with teachers and students.

Two all day meetings were held with a group of teachers and counselors from the junior high schools to hear concerns, ideas, needs, etc., and to decide on recommendations to make to the district for a new program. Recommendations were from re-naming the program to student placement criteria and class size. These recommendations were presented to the steering committee and then to the district.

Three all day meetings were held to examine and revise the curriculum in the areas of mathematics, social science and reading-English.

New materials and books were reviewed. Many visitations were made around the county. A few of the new ideas were field tested in classes.

RESULTS: Guidelines (scheduling, placement criteria, and such) for the program were set up and many were put into effect during the school year. The new guidelines will be used for the seventh grade in 1969-70. A revised and more relevant curriculum was developed for the seventh grade in reading-English, mathematics and social science. New and more relevant materials were found and ordered. Much interest and dedication was generated among the teachers and counselors of the slow learners. All curriculum plans, suggestions, guidelines, philosophy and class and teaching schedules for all directed learning classes were put together and a copy given to each teacher in the program.

EVALUATION: No formal evaluation was made. An evaluation of achievement and attitude should be conducted at the seventh grade level during the 1969-70 school year.

The high interest shown by the teachers and counselors and their many positive verbal comments were the main sources of evaluation. Also, the positive acceptance and support given by the administrators were other indications. The teachers felt that the meetings were of great value to them and proved to be an interesting challenge. The number of new ideas used with the present classes appeared successful because the students stated that they enjoyed the classes more than before, and they were able to raise their grades because of higher interest.

Name of district or county office: Valley Oaks Union Elementary Sch. Dist.
Address: 2401 Los Feliz Drive, Thousand Oaks, California 91360
Elementary school enrollment as of March 31, 1969: 6112
Elementary grades maintained: K-8 Number of elementary schools: 11

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

Initiation and development of a guidance program in the three middle schools of the district (grades 6-8), focusing on:

a- Individual assessment and counseling.
b- Group counseling.

Develop district policies and procedures for the continuance of the program.

Activities:

Pupil counseling and guidance.
Supervise related group activities.
Parent counseling and in-service.

Results:

The program has resulted in the establishment and implementation of guidance services for the district. There is very evident need for continuing the program.

Evaluation:

Initial steps have been taken to develop an appropriate program for the district. The 1968-69 program was evidently just a beginning. It has, however, pointed up the need for an expanded program.

Name of district or county office: Ventura Unified School District
Address: 120 E. Santa Clara St., Ventura, Calif., 93001
Elementary school enrollment as of March 31, 1969: 10,153
Elementary grades maintained: K - 6 Number of elementary schools: 21

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The purpose of the elementary counselor was to assist all pupils to attain the greatest possible benefit from their educational experiences.

ACTIVITIES:

Pupil counseling, teacher and parent conferencing, working with the school nurse, inservice meetings with teachers and parents, and frequent conferences with the building principals were the activities used to help bring about a realization of the purpose of the program.

RESULTS:

The program was well accepted by pupils, teachers, administrators, and parents. This was a big factor toward achieving concrete, positive results. The most important results of the program have been seen in the changes in many of the pupils involved. This accomplishment, along with helping parents and teachers to better understand the child involved, were the more important results.

EVALUATION:

To determine the effectiveness of the program, two questionnaires were given to the teachers involved. One of these was at midyear, and the other at year's end. With few exceptions, the teachers had seen progress in the pupils involved, and were eager to continue the program. Their major criticism was the lack of time available for each child. Despite the fact that the pupil - counselor ratio was 1 - 1000, it was felt that the needs of many students were not met. There are 21 elementary schools in the district. Two schools were selected with the agreement of all principals that a student - counselor ratio of 1 - 1000 could be established. The most important facet of the program was the attitude and interpersonal relationships of the counselor as reported by students, teachers, parents, and administrators.

Name of district or county office: Visalia Unified School District
Address: 200 South Dollner Street, Visalia, California 93277
Elementary school enrollment as of March 31, 1969: 8,647
Elementary grades maintained: K - 8 Number of elementary schools: 23

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: 1. Improvement of articulation between elementary school and high school, specifically between 8th and 9th grades.
2. Assisting 8th grade teachers in gathering and interpreting information about their students which will help the students understand themselves and their abilities and to better enable them to select high school courses in which they will have good potential for success and satisfaction.
3. To assist teachers to better understand and help children with learning and behavior difficulties.
4. Individual counseling to assist students to increase self-understanding and understanding of others.

ACTIVITIES: A full-time Guidance Consultant was employed to serve as a liaison person between the 8th grade and the high schools in which the students are to enroll. Assistance was given to 8th grade teachers in organizing information and test data for the cum folders which would be of significance to them and the high school counselors. He arranged for the high school counselors to meet with the 8th grade teachers and students to discuss the high school program. The Consultant arranged an orientation day for the 8th grade students and has maintained close contact with the high school counselors.

The Consultant participated in individual and group conferences, with 7th and 8th grade students, providing them with information about occupational and vocational roles. Individual and group conferences were also held with 8th grade students to discuss information gained from their achievement, aptitude, and interest tests to assist them in appraising themselves and to enable them to more adequately select high school courses which best meet their needs.

He worked closely with community youth agencies and with the administrative, supervisory, and consultant personnel of the school district.

The Consultant also worked with parents, teachers, and principals, in case conferences, group meetings, and individually, to help increase their understanding of the behavior of children.

RESULTS: The high school counselors indicated that articulation had been improved in the following ways: (1) An increase in efficiency of high school enrollment conferences; (2) Improvement in placement of students with particular educational problems. (3) Improvement in placement of students due to the additional information which was available to both counselor and student. The eighth grade students responded, with much interest, to the opportunity to individually discuss their achievement and aptitude tests and their interest inventories. The majority of students felt that this discussion was helpful to them in terms of self appraisal.

The number of self referrals, teacher referrals, and parent referrals increased as each became more aware of the program. (See attached statistical summary).

EVALUATION: The continuing use and expansion of these counseling services by students, teachers, parents, and administrators have indicated that this program has become an accepted part of the schools' programs. The project has also increased the communication between the two elementary schools and the high schools. The high school counselors and the principals have expressed a desire that the program be continued.

Name of district or county office: **WASCO UNION ELEMENTARY SCHOOL DISTRICT**
Address: 639 Broadway, Wasco, California 93280
Elementary school enrollment as of March 31, 1969: 1969
Elementary grades maintained: K-8 Number of elementary schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:
1. The continuation of the program of identifying basic educational and scholastic needs of children who are experiencing scholastic problems and helping to provide an educational program to meet these individual needs.
2. To provide individual and group counseling to those students in need of this type of guidance service.
3. To expand the vocational and occupational guidance program, especially at the seventh and eighth grade level;
4. To continue the parent conference and parent group education program and attempt to increase home-school communications.

ACTIVITIES:
1. Increased individual and group evaluation to determine the scholastic needs and to provide a more valid remediation program.
2. Individual and group counseling with students who indicated a need for social-emotional-scholastic guidance.
3. Increased vocational and occupational guidance.
4. Parent conferences.
5. Parent discussion groups and parent education meetings were conducted through the P.T.A. sponsorship.
6. Increased parent-teacher conferences.

RESULTS:
1. An increased number of students were provided a remedial scholastic program that more nearly met their individual academic needs.
2. An increased number of students was provided an opportunity to receive individual and/or group counseling. An improved attitude and behavior change was noted in many students.
3. A greater number of students had the opportunity to become more aware of a variety of occupations and professions. The seventh and eighth grade students were especially exposed to a broader scope of vocational interests.
4. An increase in parent-teacher conferences and parent-counselor conferences was noted. It appears that the guidance program is improving parent interest in school related areas.
5. The parent discussion groups and the parent education meetings were well attended and well received. The interest displayed was most encouraging.

EVALUATION: The increased number of students that have been evaluated and provided an individual scholastic program, the increased number of students receiving individual or group counseling, the improved vocational guidance program, an increase in parent conferences, and an increase in parent interest as indicated from the discussion groups and parent education meetings would all indicate that the project has been successful in meeting the purpose and goals. The teachers of the district and the parents in the community are displaying an increased appreciation for the services that are being provided in this project. This would be further evidence that this program is helping to meet the needs of the students, parents, and staff.

Name of district or county office: WASHINGTON UNION SCHOOL DISTRICT
Address: 340 Corral de Tierra, Salinas, California 93901
Elementary school enrollment as of March 31, 1969: 1,273
Elementary grades maintained: K-8 Number of elementary schools: 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. To develop better understanding by parents of student ability through use of parent conferences.
2. To have exploratory educational and vocational guidance on sixth, seventh and eighth grade levels.
3. To strive for an articulated guidance program with the secondary schools.
4. To continue to develop a guidance orientation in the teaching staff.

ACTIVITIES:

(a) Emphasis on increased teacher-parent communication. (b) Pupils from grades three through eight referred for individual and group counseling. (c) Individual and group tests administered, grades one through eight. (d) State mandated test results reported. (e) Seventy-four sixth, seventh and eighth graders participated in a special six-week unit of occupational study "Exploring the World of Work." Vocational career guidance was supplemented by field trips and small group discussions. (f) Approximately one hundred eighth grade students participated in student-orientation project designed to facilitate transition into grade nine: Field trip planned and carried out at the high school, including special help given those needing assistance in planning academic programs.

RESULTS:

The accomplishment of the project resulted with the findings that 219 students were seen on an individual and/or group basis; 126 diagnostic and grade placement tests administered and 58 individual parent conferences initiated with the counselor.

Last school year, 1967-68, a group of six underachieving students were counseled in grade eight. Teachers referred the individuals on the basis of low achievement and high ability. A unit emphasizing how to improve study habits and motivate academic interest was continued over a period of nine weeks. Before and after this period, they were evaluated on a counselor-constructed rating scale by the faculty. Improved attitudes in classroom behavior as well as improved academic achievement were evidenced. As a result, it was found this year, four out of the six students were on the high school honor role.

EVALUATION:

The project accomplished the stated objectives: There has been an over-all increase in the use of parent conferences, as well as student guidance and teacher-parent communication.

Name of district or county office: **Western Placer Unified School District**
Address: **1070 - Sixth Street, Lincoln, California 95648**
Elementary school enrollment as of March 31, 1969: 1,417
Elementary grades maintained: K - 8 Number of elementary schools: 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: Provide counseling service to the students of the four elementary schools in the district.

ACTIVITIES: As counselor, Mr. Follett worked with students referred to him and those who came on a voluntary basis. He also coordinated the testing program on the elementary level. Works with screening committee for special programs.

RESULTS:

1. Effective counseling provided students.
2. District Elementary testing program completed by one person.
3. Helped teachers better understand the problems confronting some students.
4. Students with special problems referred to proper agencies or individuals who might be of assistance.
5. Some parents were helped to better understand their child.
6. Provided students preparing to enter high school with information on the high school curriculum and spring registration arranged.

EVALUATION: Students reacted well to counseling. Parents enthusiastic about the program. Teachers very appreciative of the counseling being done and enthusiastic about the coordinated testing program.

Name of district or county office: **Williams Unified School District**
Address: P.O. Box 7, Williams, Calif. 95987
Elementary school enrollment as of March 31, 1969:
Elementary grades maintained: 9-12 Number of elementary schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

This Project will develop a beginning Counseling Service at the elementary level.

ACTIVITIES:

1. Personal counseling sessions were held with students by appointment in grades 4 - 6 and by referrels from teachers and administrators.
2. Administering of a more complete testing program, K - 6.
3. Development of a counselor-counseling philosophy for the entire district.
4. A guidance office established at elementary school.

RESULTS:

1. The coordination of the State Testing Program has been more effective.
2. Better articulation between the elementary school and the high school has been achieved.

EVALUATION:

A working relationship between the counselor and K - 6 teachers was established, resulting in more work with younger students. Counseling should make better articulation of 6th graders in junior high.

Name of district or county office: WILLOWS UNIFIED SCHOOL DISTRICT
Address: Post Office Box 771, Willows, CA 95988
Elementary school enrollment as of March 31, 1969: 1328
Elementary grades maintained: K-8 Number of elementary schools: 6

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE: To establish and facilitate an effective K-8 guidance program in the six schools of our district. The major responsibility of the counselor-psychometrist was to assist all pupils in attaining the greatest benefits from their educational experiences.

ACTIVITIES: Responsibilities under the guidance program included coordinating the state testing program and our own comprehensive achievement testing in all grades. Achievement assessment and diagnosis of learning difficulties were of prime concern. Students and teachers conferred regularly with the counselor regarding the prevention and remediation of learning difficulties. Individual testing included readiness testing of all kindergarteners and intelligence, aptitude and achievement testing of those referred by teachers and parents. Test data, evaluation, and recommendations including referrals to other school services and outside agencies were shared with all children, their parents, teachers and administrators.

Regular individual and group guidance sessions were held throughout the year and included students, parents and teachers. Faculty in-service training sessions included representatives of community agencies whose cooperation and involvement with schools are deemed most essential.

RESULTS: The elementary guidance program has resulted in greater emphasis by teachers and administrators on individualized approaches to learning and to discipline. Staff members have increased their sensitivity to and awareness of children's goals and actions, and have expanded in their ability to provide the children with the greatest benefit from the educational experiences provided.

Effective parent involvement has increased ten-fold and parent-initiated referrals are now equal to and frequently are made jointly with those of the teachers and administrators. Referrals and communications with outside-the-school agencies are more frequent and more appropriate.

As a rather direct result of the change of emphasis throughout our testing program (K-8) from surveying learning increments to the diagnosis of specific problem areas in learning, teachers are implementing curriculum with specific needs of given children in mind, the pupils are attaining goals more readily and efficiently, and fewer children are finding failure as a result of grade-level rigidity.

EVALUATION: Project funds approved allowed for limited movement towards our anticipated goals. This first year has provided us with an opportunity to successfully accomplish some goals but not all.

Extended day and summer counseling is presently limited. Additional clerical assistance is necessary for effective receipt and distribution of materials needed by faculty and staff as pertinent to specific children and to development of guidance skills. The fostering of effective interpersonal relationships among parents, teachers, administrators and children is only partially complete and would be enhanced by consultant services if provided.

Individual conferences, teacher and counselor observations, staff surveys, and checklists have determined that our elementary guidance program, despite its present limitations, is seen as effective and very necessary. Anecdotal records further indicate increased awareness of the child, parent, and teacher and establish evidence of effective movement towards the goals of elementary guidance.

Name of district or county office: Winters Joint Unified School District
Address: P. O. Box 625, Winters, California 95694
Elementary school enrollment as of March 31, 1969: 859
Elementary grades maintained: K - 8 Number of elementary schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

1. To provide the kinds of data about pupils necessary for curricular planning and for prescriptive teaching.
2. To help pupils better understand their potentialities.
3. To help parents understand academic strengths and weaknesses of their children.
4. To improve the teachers' interpretation and utilization of test data.
5. To assist in the resolution of learning problems.
6. To better utilize the services of the school psychologists by counselor screening of all pupils considered for referral.

ACTIVITIES:

One part-time elementary school counselor was employed. The program which was developed to fulfill the purpose of this project included:

1. Coordinating a testing program for kindergarten through eighth grade.
2. Consulting with teachers who would carry out the assessment of learning readiness of pupils in kindergarten and pre-primary classes, and of the reading achievement of pupils in first, second and third grades.
3. Assessing the achievement of all pupils in the fourth and eighth grades and of all other pupils referred by their teachers.
4. Assessing the ability of students referred for this purpose.
5. Providing diagnostic learning assessment and recommending remedial work for pupils referred by teachers.
6. Interpreting to pupils, to teachers, and to interested parents, the ability and achievement test scores of the state and district required tests in sixth grade.
7. Counseling students who have problems in learning or in social or emotional adjustments.
8. Consulting with the parents of pupils who have learning or other behavioral problems.

RESULTS:

The introduction of counseling in elementary school has revealed that many pupils in this district have exceptional learning needs, particularly in the area of language development. Curricular changes are now being planned to better meet these needs, and in-service training of teachers has been planned.

Pupils became aware of their own academic strengths and their special instructional needs, and conferences about this were held with teachers and with interested parents.

A coordinated testing program for kindergarten through eighth grade was carried out.

Pupils who had the greatest need for placement in special classes were identified.

The interest of both teachers and parents in the use of counseling services increased.

EVALUATION:

Since self-referral of pupils and referrals from teachers have increased steadily, the program can be considered successful. Informal evaluations by most of the teachers have stressed the need for continued pupil assessment and consultant services by the counselor, and for increased counselor time so that a larger number of pupils can receive individual counseling.

Name of district or county office: Yuba City Unified School District
Address: 243 Colusa Avenue, Yuba City, California 95991
Elementary school enrollment as of March 31, 1969: 5,456
Elementary grades maintained: K-8 Number of elementary schools: 11

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

To provide a counseling and guidance program for seventh and eighth grade students in the five "outlying" elementary schools.

ACTIVITIES:

Involvement in P.T.A. programs to make parents aware of services available. A program of consecutive parent meetings during the evening to assist in the development of more adequate parent-child communication. Weekly small group counseling meetings of eighth grade students to foster earlier awareness of guidance assistance available. Participation in faculty meetings to further in-service training from a pupil personnel point of view. Individual conferences with students, parents, and teachers, assistance with programming eighth grade into ninth grade high school program. Conduct weekly discussions with elementary principals regarding school administration from the guidance point of view.

RESULTS:

All of the preceding activities were carried out to some degree in each of the schools. Varied emphasis was given to individual items dependent on the needs and nature of the students, parents, and staff of the several schools.

EVALUATION:

The various activities were successful in achieving the original goal of the project. The requests for counseling services have become such that the time factor necessitates a system of priorities in fulfilling requests. Evening parent meetings have resulted in constant requests that counselor "work" with students who are viewed by parents as having problems. Advice is sought by principal regarding methods of discipline. Invitations from teachers to visit classrooms to conduct guidance units indicates acceptance by most teachers. Constant attempts to avoid classification as clerk was successful and, therefore, allowed counselor to work "fulltime" with people.

Name of district or county office: Yucaipa Joint Unified School District
Address: 12592 California Street, Yucaipa, California 92399
Elementary school enrollment as of March 31, 1969: 1858
Elementary grades maintained: 6 Number of elementary schools: 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Elementary

PURPOSE:

The major goal of our project was to extend and further develop counseling and guidance services at the elementary level.

The current project proposed to employ a full time elementary guidance consultant, with clerical assistance, to facilitate the accomplishment of the following specific objectives during the course of the school year: (1) to systematically assess the specific guidance and counseling priorities of elementary school children, (2) to maintain appropriate records which will indicate the counseling and guidance needs of elementary children, (3) to program these students, on the basis of need, into appropriate remedial activities such as: (a) short term academic and/or behavioral remedial groups (b) repeated consultant contacts (c) referral to long term school remedial programs (d) referral to a community or school specialist (4) to increase the elementary teacher's ability to evaluate and understand all children (5) to increase the amount and effectiveness of parental contacts with the elementary school (6) to structure and initiate systems for periodically collecting and analyzing data that will indicate the effect of elementary counseling and guidance activities.

ACTIVITIES:

During the current school year, a series of planning and evaluational sessions were held among personnel involved in the elementary guidance and counseling program for the purposes of (1) refining the role of the elementary guidance consultant and (2) orienting new school personnel to the screening devises which were utilized to identify children with high priority guidance and counseling needs.

RESULTS:

As the year progressed, the district continued to develop a more systematically organized guidance and counseling program at the elementary level by refining the role of the elementary guidance consultant who (1) served as a consultant to teachers on their assessment and reactions to individual students, (2) helped plan and carry out remedial programs for children having special needs, (3) served as an advisor for placement of children in special programs, (4) served as a consultant to parents and (5) utilized a screening system for identifying students with special needs.

EVALUATION:

The elementary guidance consultant's effectiveness as a consultant to teachers has continued to be successful, based upon positive teacher and administrative observations. Her effectiveness in identifying students with special needs through the utilization of a developmental screening program has been established by follow-up medical and psychological evaluations. The amount of school/parent communication has continued to increase, based upon the consultant's records of parent contacts.

Projects on Junior College Level

Name of district: Antelope Valley Joint Junior College District
Address: 3041 West Avenue K, Lancaster, California 93534
Junior College enrollment as of March 31, 1969: 3,046
Junior College grades maintained: 13-14 No. of Junior Colleges in district: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE: To improve the quality of existing guidance services and provide additional services for students of Antelope Valley College by:

1. Increasing the FTE of counseling staff
2. Assigning counselees to counselors
3. Developing testing programs for vocational oriented students
4. Developing a vocational information center

ACTIVITIES:

1. Students have been assigned to counselors.
   a. Counselors are available to see students who may have special problems. Each student is encouraged by personal card to make an appointment for a career planning session at least once during the semester.
   b. Students placed on deficiency lists or probation are given special invitation by mail to see their counselors.
2. Group guidance sessions have been organized for students who have common problems in adjusting to academic work. Students on probation are encouraged to enroll in these classes.
3. Occupational information was inventoried and evaluated. Outdated information was replaced with new modern materials that have been organized and rearranged in open files that are most accessible to students.
4. An evaluation and study of the existing college testing program has been started: a) A survey of California junior colleges' testing programs has been made; b) A special study of testing within the college has been started that will evaluate present testing practices, tests and placement scores.

RESULTS:

1. Student contacts have been increased as a result of students being assigned to a specific counselor.
2. It is now possible with the increased counseling time to direct more attention to students who need help in adjusting to the general college atmosphere.
3. Vocational information is now more readily available to interested students who use the vocational center.
4. Specific information on testing programs is not available at this time. Concluding results are under study and evaluation.

EVALUATION:

1. Students have responded in a favorable manner on being assigned to a specific counselor. The system enables a student to pursue a specific problem with the same counselor until the problem is solved.
2. It appears that the occupational information is receiving greater use since the center was reorganized and information made more accessible.
3. The evaluation of testing study and the group guidance program will be completed at a later date.

Name of district: Cabrillo **Junior College District**
Address: 6500 Soquel Drive, Aptos, California 95003
Junior College enrollment as of March 31, 1969: 1820
Junior College grades maintained: 13-14 No. of Junior Colleges in district: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE: The purpose of the project was to create a fully staffed Placement-Financial Aids Office. Prior to this year, these services were provided by five separate offices. The consolidation will make it possible to give faster and more complete counseling and financial aid service to students.

ACTIVITIES: A credentialed counselor was employed full-time to accomplish the purpose. He is assisted by a full-time secretary, a half-time clerk typist, and student assistants equal to a half-time clerk. He was supplied with a private office, telephone, typewriters, file cabinets, office space, and desks for the clerical staff.

The counselor has organized the Placement-Financial Aids procedures to insure good service to all student needs. He has processed and supervised the work-study program, loans, scholarships; he has made important contacts with local employers, individuals, and service clubs.

RESULTS:
1. The number of students securing part-time employment has tripled over last year.
2. The number of students getting financial aids has doubled.

EVALUATION: Student, employer, faculty comments indicate satisfaction with the new Placement-Financial Aids Office.

The Results lend statistical support to the subjective comments of those who have been closely associated with the project.

Name of district: **Coachella Valley Junior College District**
Address: **43-500 Monterey Avenue, Palm Desert, California 92260**
Junior College enrollment as of March 31, 1969: **840**
Junior College grades maintained: **13/14** No. of Junior Colleges in district: **1**

NARRATIVE REPORT OF **1968-69** PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE: **Goals of this project are:**

1. **Identify the low achiever who appears competent to master occupational skills for gainful employment.**
2. **Identify students with interest in an occupational curriculum.**
3. **Counsel and inform students in 1 and 2, above, regarding pursuit of study in occupational areas.**
4. **Accomplish the advising, enrollment, and ensure the success of students identified in 1 and 2, above.**

ACTIVITIES:

Low achievers were identified by (1) ACT, (2) Nelson-Denny Reading Test, (3) high school transcripts. These tests were followed, in an orientation class, with the Kuder Interest Inventory, 16 Personality Factor Test, and the How Well Do I Know Myself rating inventory.

Assessing an individual's potential and self-satisfaction in the field of work was through group discussions in the orientation classes and required individual appointments with a counselor. These conferences were held in conjunction with guest speakers and visits to such departments as nursing and agriculture.

Prior to the start of school all new students were required to have an appointment with a counselor. Students who were classified as low achievers and undecided major were encouraged to select courses with guidance, other than required courses in basic math and reading techniques.

RESULTS:

Retention is deemed to be of utmost importance in working with low achievers. Out of 180 students enrolled in our basic math, our retention has been 77%. In our reading class the retention was 66% out of a total of 161 students.

Due in part to the emphasis placed on the low achiever and the success of students in the vocational areas there has been incorporated into the curriculum certificated programs in welding, heavy equipment, sales and service, agriculture, mechanics, and ornamental horticulture, beginning fall semester, 1969.

EVALUATION:

The retention rate of our low achievers would seem to indicate that the emphasis placed on counseling and curriculum has not only served the student in finding new areas where he can be successful, but has also spurred the college into developing new programs where this success can be continued.

Name of district: College of the Sequoias Junior College District
Address: Mooney Boulevard, Visalia, California
Junior College enrollment as of March 31, 1969: 2,217
Junior College grades maintained: 2 No. of Junior Colleges in district: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE: The project was designed to provide incoming freshmen who had earned poor high school academic records (less than a "C" average) a specialized counseling program which would do the following: (a) provide sufficient insight into the students' abilities, motivation and objectives to enable them to analyze the causes of previous scholastic difficulties, (b) acquire a practical understanding of the demands of different types of college programs, both transfer and two-year vocational-technical and (c) utilize their increased understanding of their abilities, the demands of a college education, and the important influence of choice between alternatives (e.g. increased leisure time as opposed to more study time) in determining results.

ACTIVITIES: Six counselors met for a three-day workshop with Dr. Barbara Varenhorst to learn how to employ the Life Career Game in a small group counseling situation. General information about group counseling techniques was discussed in addition to the specifics of the Life Career Game. During the fall semester, each counselor was assigned from one to four groups of ten students each. The students participated on a voluntary basis and represented approximately one-half of all incoming freshmen who had less than a 2.0 grade point average in high school. During the ensuing eight weeks, the counselors worked with their groups to impart, through the Life Career Games approach, realistic insight into educational and vocational goal choice, study demands, and the significance of present-day decisions on the individual's future.

RESULTS: At the conclusion of the eight-week sessions, students were asked to complete a brief questionnaire. Over 75 per cent indicated that the experience had been valuable to them and that their educational and life plans had been either effected or were undergoing re-examination. They expressed the opinion that their understanding of the relationship between input and output had been enhanced and that this knowledge was of direct value to their future college and vocational careers.

EVALUATION: For those students and counselors who participated in the special small-group counseling program, the effort can be judged successful on at least two counts. First, 55 per cent of the students earned a 2.0 grade point average during the first semester at the College of the Sequoias. Second, almost half of the participants indicated that they plan to change their college majors to coincide with their aptitudes, motivation, and study habits.

Name of district: Contra Costa Junior College District
Address: 1005 Escobar Street, Martinez, California 94553
Junior College enrollment as of March 31, 1969: 3477
Junior College grades maintained: 13-14 No. of Junior Colleges in district: 2

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE: The prime objective of this proposal is to find means whereby counselors may assist students in making more successful vocational program choices. A secondary goal is to provide data which will assist vocational instructors in making their curricula more relevant to the world of work.

ACTIVITIES A system was devised whereby each vocational student on campus was identified as to the program and goal he was pursuing. Students who had completed ten units in their chosen field were tested with the General Aptitude Test Battery through a cooperative program with the Research Office of the Department of Employment.

Questionnaires were developed for employers to determine job requirements and satisfaction with program graduates and for students to determine program expectations and usefulness.

It is our hope that this study will make available sub tests of the GATB which may be useful as predictors for vocational program success. Also it is hoped that teachers will have information as to the most effective parts of their programs and students will have information through a Resource Center as to the requirements for certain jobs relating to college vocational programs.

RESULTS The research design for the study requires a minimum sample of 50 students. Enrollment in advanced course work is such that testing was completed in only two programs -- Licensed Vocational Nursing and Medical Assisting. Testing will be completed next year in Auto Service, Data Processing, Dental Assisting, Electronics, Welding and Auto Body. Statistical interpretation has been completed by the Department of Employment on the LVN program.

Aptitude	Total GPA	LVN GPA
G intelligence	.661	.623
V verbal	.552	.478
N numerical	.558	.551
S spatial	.369	.380
P form perception	.357	.342
Q clerical	.425	.392
K motor coor.	.376	.333
F finger dex.	.236	.159
M manual dex.	.177	.133

The intercorrelation between the overall grade point average and the subject' grade point average is .934. This strongly suggests that for the LVN program those aptitudes indicating vocational success also indicates overall academic success. This may not prove to be true however in other vocational areas.

EVALUATION Intelligence, verbal reasoning, numerical reasoning, and clerical perception sub tests of the GATB appear to indicate some measure of LVN program success. In addition to completion of existing testing and follow up, further research seems indicated in the areas of program development and job performance.

Name of district: Foothill Junior College District
Address: 12345 El Monte Road, Los Altos Hills, California 94022
Junior College enrollment as of March 31, 1969: 7,469
Junior College grades maintained: 13/14 No. of Junior Colleges in district: 2

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE:

This project is called the Northern California Cooperative Research Project on Student Withdrawals. Foothill College served as the coordinating agent for 23 participating community colleges in this three phase study. It was jointly funded by NDEA, VEA, CJCA and the participating colleges.

The specific objectives for Phase I were:

1. To determine the differences between the characteristics of junior college students who start and complete a semester and those junior college students who start, but fail to complete the semester;

2. To develop models to predict those students who have a high withdrawal potential from the characteristics developed in Phase I;

3. To develop and test appropriate procedures and techniques which will increase the number of students who complete a semester using the withdrawal population delineated by methods developed in Objective 2. (It is anticipated that this phase of the project will not be arrived at until the second year of the study.)

RESULTS:

Activities related to Phase I objectives were carried out. A final report on Phase I of the project has been compiled and should be consulted for details and outcomes of the study.

Name of district: Fremont-Newark Junior College District
Address: 650 Washington Boulevard, P. O. Box 909, Fremont, California 94537
Junior College enrollment as of March 31, 1969: 982
Junior College grades maintained: 13/14 No. of Junior Colleges in district: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE:

1. To bring about a closer relationship between high school and junior college counseling personnel as a means of encouraging a greater number of students to pursue their education at the junior college level.
2. To help inform high school counselors about the significant programs and the unique function of the junior college.
3. To provide an early means of contact with high school students themselves so that they are made aware of the role of the junior college.
4. To assist students in advanced placement, transitional, and remedial programs.

ACTIVITIES:

1. One junior college counselor has been given the specific responsibility of coordinating liaison between the college and the high schools.
2. A monthly bulletin has been prepared to help keep high school counselors aware of junior college activities--admissions, testing, advanced placement, registration, programs, etc.
3. Joint meetings have been set up involving both junior college and high school counselors.
4. On-campus meetings and tours have been set up for high school students--Neighborhood Youth Corps workers, Continuation students, etc.
5. Junior college counselors have been available on several occasions on all high school campuses for meetings and consultation with prospective students both individually and in small groups.
6. A binder has been prepared for each high school counselor and vice principal-guidance which contains Curriculum Guides for Ohlone majors and information concerning advanced placement, high school credit for college attendance, and related items.

RESULTS:

Now that the college is completing its second year of operation, it is possible to detect a growing acceptance for the college and its programs among the high school counseling staffs and high school students. A continuing effort, however, must be made in this area. Projected enrollments would indicate that an increasing percentage of high school students are deciding to attend junior college. Another measure of increased participation can be seen in the rise from 14 to 73 in the number of advanced placement students from the first quarter of its operation (Winter, 1968) to the present quarter (Spring, 1969). Also notable is the 100 percent increase in student financial aid participants while total college enrollment increased 50 percent.

EVALUATION:

Indications are that there is an increasing percentage of high school students pursuing a transfer, occupational, or general education program at the junior college level. High school counselors are becoming more knowledgeable about the junior college and are better able to interpret this knowledge to their students. Another indication of the success of the articulation with high school counselors was the election of the Ohlone counselor assigned this responsibility as president of the local guidance association.

Name of district: **Gavilan Joint Junior College District**
Address: **5055 Santa Teresa Boulevard, Gilroy, California 95020**
Junior College enrollment as of March 31, 1969: **663 (Full-time Graded)**
Junior College grades maintained: **2** No. of Junior Colleges in district: **1**

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE:

1. To increase the percentage of Mexican-American students attending Gavilan College, especially the seemingly low academically-skilled students, for vocational training or for college transfer programs, provided that their ability and motivation indicate a chance for success.

2. To lower the attrition rate during the year by providing better counseling services and more financial assistance.

3. To encourage adults and older youth, as well as the recently-graduated student,to increase their educational preparation for modern life by pursuing classes leading to an Associate of Arts degree, high school completion, vocational-technical proficiency, and/or personal enrichment.

ACTIVITIES

1. Counselor contacted Mexican-American and other high school graduates by mail, telephone, and home visitations during the last two weeks of August.

2. Students were assisted in planning their educational programs, applying for financial aid and work-study programs, locating suitable housing, finding transportation, and selecting educational institutions which offered special courses in their chosen fields.

3. Efforts were made during the year to maintain contact with each student and provide advising assistance for any difficulties he might have met.

RESULTS:

1. Members of the Financial Aids Office, as well as individual faculty members and administration, helped provide funds for scholarships, loans, and grants.

2. The Work-Study Program made an intensive effort to see that these students found jobs on campus and/or in the community in order to supplement their funds and remain in school.

3. Enrollment of Mexican-American students increased due to the availability of financial assistance and active recruitment.

4. Relations between the college and the community improved, as indicated by the fact that the college was making a concentrated effort toward improving the opportunities for the immediate area. Part of this visible effort was seen in the scholarship funds donated by local people.

EVALUATION:

1. Orientation proved beneficial as students became more aware of the diverse opportunities available and the importance of taking advantage of the chance for educational growth.
2. Conclusions: Our evaluation will be a continuous process because the full value and long-term ramifications cannot be adequately assessed in so brief a period of time. Projecting our image to the community will be a long-range endeavor. Our considered opinion is that this type of project must be carried on systematically over several years because of the nature of the community we serve and the location of our new campus site with its more diverse and sophisticated offerings.

Name of district: Allan Hancock Joint Junior College District
Address: 800 South College Drive, Santa Maria, California 93454
Junior College enrollment as of March 31, 1969: 1482
Junior College grades maintained: 13-14 No. of Junior Colleges in district: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE: (1) To provide counseling and guidance services on a continuing basis for the Evening Division students. (2) To adopt and consolidate pertinent student data in a form suitable for data processing. (3) To provide group counseling for entering probationary students. (4) To provide additional individual counseling service for probationary students and for those with uncertain educational or vocational goals. (5) To continue the follow-up study of students not returning to Allan Hancock College.

ACTIVITIES: (1) One counselor was available for appointments one evening a week and during the registration period additional counselors were on duty to assist the evening students with their educational plans. (2) Increases in staff and data processing equipment have facilitated the storage and handling of pertinent student data. (3) A course, "Introduction to College and Career Planning" was developed to acquaint the student with our college. The intent of the course is to assist the student to assess his own capabilities, limitations, interest, work habits and goals. (4) Counselors were alerted to the special needs of the probationary student by means of a code number on the students' data sheet. Students were encouraged to return for additional counseling after initial registration. (5) A follow-up was made of the students graduating from Allan Hancock College in June, 1968.

RESULTS: (1) One counselor has worked one evening per week the remainder of both semesters. Over 3500 are enrolled in credit and non-credit evening classes. Ages range from 18 to 70. Objectives include high school completion, A.A. and A.S. Degrees, proficiency certificates and baccalaurate degrees. A large number of the students have been taking courses with no objectives in mind or with little information as to the requirements for their chosen objective. (2) As the capability of the data processing increases, data for studies about the student population may be quickly obtained. Of particular assistance has been the data on probationary students. (3) Implementation of the courses in "Introduction to College and Career Planning" has been delayed until sufficient personnel are available. (4) Probationary students receiving increased counseling both at initial registration and through invitation to return for additional assistance has resulted in an increase in the performance of the student. 28.8% of the probationary freshmen achieved a 2.0 g.p.a. or better compared with a 24.6 percent for the previous freshmen probationary students. (5) 76% of the graduates answering the follow-up questionnaire reported they were planning to continue their education in a four year college.

EVALUATION: The availability of counseling services in the evening produced better course planning for the transfer student. Additional counseling for probationary students has improved their persistence in school. Follow-up studies of the probationary students provide information for course and program planning to meet the students needs.

Name of district: Imperial Junior College District
Address: P. O. Box 158, Imperial, California 92251
Junior College enrollment as of March 31, 1969: 1,072
Junior College grades maintained:13/14 No. of Junior Colleges in district: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE:

1. To identify with the assistance of existing agencies, high school graduates, drop-outs and adults of minority and culturally deprived groups and to encourage them to attend Imperial Valley College.
2. To assist individuals in appraising their abilities and realistically investigating the opportunities open to them for continued education.
3. To provide a non-threatening orientation to the junior college for the individual who had not planned to attend.

ACTIVITIES:

Contacted local high schools and other youth agencies for assistance in identifying the high school dropout. Met with the interested ones and discussed the program. Provided a four week group-centered orientation program. Testing program, contacted local industries for part-time employment opportunities. Provided individual counseling and student follow-up throughout the year (group meetings). Provided a tuitorial program.

RESULTS:

There were a total of 45 enrolled in the program. Thirty one completed and enrolled in college. There are eight presently enrolled. There are seven who plan to return this summer. Twelve are employed full-time. Four have left the area. Seven have completed high school requirements (GED Test).

EVALUATION:

The project was a success to the degree that it has aided or assisted a number of people in starting back to school. It was a success in terms of public interest and awareness of the commitment of the community college to provide such programs. The activities provided in the fall program were successful and determined by the enrollees' evaluation of the program. There were an appreciable number who terminated from school because of financial reasoning. To the extent of providing sufficient financial aid the program was not successful for many. If the program was to be offered again it would have to provide some sources of financial assistance, grants, scholarships, or an extensive Work-Study Program. The program would need to have some economic holding power for the student for the first year and perhaps beyond.

Name of district: Kern Joint Junior College District
Address: 1801 Panorama Drive, Bakersfield, California 93305
Junior College enrollment as of March 31, 1969:(February 24, 1969): 4,039
Junior College grades maintained: 13-14 No. of Junior Colleges in district: 2

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE:

1. To streamline and improve our registration and enrollment procedures in order that student needs are better met.
2. To provide new and improved information on careers and local job opportunities.
3. To assist student in finding out pertinent information regarding other colleges and specific programs of study.
4. To assist students and others in their quest for information about available services and offerings at Bakersfield College.

ACTIVITIES:

A committee of students evaluated Orientation and submitted recommendations. A steering committee of counselors met weekly and made recommendations. In response to recommendations regarding Orientation, a revised outline for Orientation was prepared; two television tapes were developed - "Student Government," and "Orientation to Campus Facilities;" and several transparencies for use in Orientation were developed.

Pre-registration and registration procedures were reviewed and revised. Emphasis here was placed on providing student information and tools to encourage greater student responsibility in pre-planning their college program.

The development of a Student Record Book was initiated, which will provide students guidance in planning for college and a continuing record of their progress.

All of our terminal programs were researched and adapted for use with the VIEW program, and made available to high schools as well as for campus use. Several audio-tapes were developed for use with our data retrieval system, e.g., Business Administration majors, General Education requirements, etc.

RESULTS:

The involvement of students and personnel services staff in evaluating programs which preceded the implementation of activities made a substantial contribution.

The revision of Orientation is expected to be more acceptable to freshmen students and to better meet their needs. The adaptation of our terminal programs to the VIEW format provides our feeder high schools with a valuable tool for their counseling programs. The development of audio-tapes for use in our data-retrieval system represented our first concerted effort to utilize this valuable information-service facility.

The improvement in refining registration processes, and in providing students guidance and tools to utilize in planning are significant contributions.

EVALUATION:

Due to the illness of the Director, a new Director was appointed at midyear. As a result, many of the activities were initiated late in the school year, and it would be premature to submit an evaluation. Although the results will not be amenable to an empirical study, it is anticipated that the total impact of the project activities has, and will, enhance the effectiveness of the registration, career information, data-retrieval, and counseling services to a considerable degree.

Name of district: Lassen Junior College District
Address: 1100 Main Street, Susanville, California 96130
Junior College enrollment as of March 31, 1969: 892 (Day and Extended day)
Junior College grades maintained:13/14No. of Junior Colleges in district: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE:

1. Provide a more realistic counselor-student ratio. 2. Provide counseling during the summer months. 3. Provide clerical help to the guidance program. 4. Provide guidance staff travel. 5. Provide guidance testing for all first time Lassen College enrollees. 6. Provide funds for printing which would make it possible to develop information materials for students.

ACTIVITIES:

1. Summer counseling. 2. Administration and interpretation of interest and achievement tests. 3. Increased development of information services, e.g. student handbook and checklists for program planning. 4. Follow-up studies, analysis of records of our transfer students, follow-up on graduate classes at 5-year intervals, follow-up of non-continuing students who do not graduate. 5. Travel of guidance personnel to feeder schools, articulation and professional conferences. 6. Employment of guidance clerk for 9 months.

RESULTS:

Students have received ongoing counseling and assistance in educational and vocational planning in the unhurried summer situation. Counselors have been free from routine clerical work to spend more time with students. Through guidance staff travel, better communication and exchange of information have been provided with the high schools and the 4-year schools and more efficient handling of student records by the full-time guidance secretary. Reduction of student program changes and better balance of teacher class enrollments have been effected.

EVALUATION:

The number of students availing themselves of counseling has increased. Fewer students drop out at the semester. Student program changes have been reduced. Faculty expresses satisfaction with better class balance. Improvement has been made in keeping student records. Faculty and students are better informed as to what services are available through the guidance offices and are using them more.

Name of district: Marin Junior College District
Address: Kentfield, California 94904
Junior College enrollment as of March 31, 1969: 2901
Junior College grades maintained: 13-14 No. of Junior Colleges in district: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE:

1. To improve the collection, accessibility and distribution of vocational education information to students, and to the entire counseling staff.
2. To improve the program of job placement services to students and to staff members involved in vocational education programs.
3. To improve the current methods of evaluating and improving the content of vocational education programs.

ACTIVITIES:

The Student Personnel Assistant's first task was to become acquainted with the college community. This included meetings with various departments, committees, administrators, counselors, student groups, etc. He has worked closely with the financial aids office and he is familiar with procedures for that office. Time was spent in the community becoming acquainted with government agencies and prospective employers.

One of the major activities was to refine the follow up system of students in voc-tech programs to insure that the data gathered is valid and adequate.

A major effort has been the development of job placement service for students.

RESULTS:

1. The follow up system has been developed.
2. Job placement requests have broadened from menial type to jobs requiring greater skills.
3. Job orders have grown from 30 per month to 160 per month.
4. Prospective employers have been invited on campus to meet with interested students.
5. Analysis has been made and guidelines established for future development of the placement office.

EVALUATION:

The college is pleased with the rapid growth of the placement office and the service that it is providing to students and the community. Additional development is required for vocational information service.

Name of district: Merced Junior College District
Address: 3600 M Street, Merced, California 95340
Junior College enrollment as of March 31, 1969: 1244 Full-time Day
Junior College grades maintained: 2 No. of Junior Colleges in district: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE:

The overall objective of the proposed project is to initiate, in cooperation with the local high school, a vocational guidance program with both services and materials to enable more students to become familiar with vocational choices available to them and to have a larger percentage of entering students enroll in the vocational programs of their choice early in the college experience.

ACTIVITIES:

In order to carry out the above purposes, one high school, Atwater High School, was selected to participate with Merced College in developing a cooperative guidance program involving students from the 9th grade through the second year of college. The program was planned by employing high school counselors during the summer and the college counselor who was also to be assigned two days a week to the particular high school. Activities planned and carried out included:

a. Presentations to 9th, 10th, 11th, and 12th grade social science classes. The emphasis and degree of involvement varied by grade and academic level of the class.

b. Individual conferences with senior students. The high school counselors also observed and participated in summer counseling with incoming freshmen.

c. Tours of occupational-centered programs on the college campus.

d. Meetings with parent, faculty, and administrative groups.

RESULTS:

It was the conclusion of personnel involved in this program that we were unable to carry out all the activities listed above to the degree that we would like to have done. For the coming year, more emphasis will be placed on group activities rather than individual conferences.

EVALUATION:

Based on the questionnaires completed by students, teachers, and administrators at the high school and by others who observed, the program was rated as very effective. Because of the interest shown by counselors and administrators in the high schools, the program will be expanded this year to incorporate all high schools in our district. In addition to assisting students in making earlier vocational decisions, there are numerous other benefits such as smoother articulation, better understanding of the operations of other educational institutions, and possibly most important, a more wholesome attitude towards cooperative planning of both guidance and instructional programs.

Name of district: Monterey Peninsula Junior College District
Address: P. O. Box 1231, Monterey, California 93940
Junior College enrollment as of March 31, 1969: 1,856
Junior College grades maintained: 13-14 No. of Junior Colleges in district: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE: The project was proposed in order to provide the necessary professional and semi-professional time to effect organizational changes which would improve counseling services at Monterey Peninsula College.

ACTIVITIES: This project assisted in paying the salary of a counselor aide. This financial assistance made it possible to develop part-time positions for a director of registration and articulation and a director of counseling. The position of director of registration and articulation was created to establish and supervise a program of faculty advising, articulation with transfer schools, coordination of pre-registration and registration. The position of director of counseling was initiated to develop long range counseling plans, effect better liaison with high schools, and develop and implement in-service training.

The position of counselor aide was established to function between the clerk and the professional counselor. This semi-professional person took over such routine or programatic counseling tasks as:

1. Answering routine questions relative to graduation and transfer requirements and college policies and procedures.
2. Maintaining catalog library and articulation file.
3. Assisting students in using catalogs and directories of college and universities.
4. Preparing and distributing four semester programs of majors.
5. Answering questions and distributing booklets and forms for the S.A.T., A.C.T., G.R.E., and G.E.D.
6. Administering G.E.D. tests, typing results and making annual reports.
7. Serving as intake counselor, evaluating student problems for referral to appropriate counselor, agency, or other.
8. Assisting in registration pre-enrollment.
9. Recommending and keeping records of needed changes for annual college catalog regarding programs and counseling information.

RESULTS AND EVALUATION: We have revised the articulation agreements with colleges and universities. We have established a pattern of general education courses which satisfies the new state college general education requirements for transfer students. We have revised course numberings in a consistent pattern which will facilitate listing and coding of classes. We have streamlined our registration procedures and developed a faculty advising program to aid students in course selection. We have initiated a study which should give us an evaluation of the validity of our course prerequisites. We have been instrumental in promoting a shift in faculty attitude from a rigid holding to the prerequisites of certain classes to a greater flexibility when students show other evidence of potential success in a class for which they do not qualify. We have begun serious evaluation of the counselor's role and function in the light of the decrease in routine and clerical tasks. We have experimented with desensitization techniques to reduce test anxiety among probationary students, and we have continued to expand encounter groups for students.

Name of district: Mt. San Antonio Junior College District
Address: 1100 North Grand Ave., Walnut, California 91789
Junior College enrollment as of March 31, 1969: 13,033
Junior College grades maintained: 13-14 No. of Junior Colleges in district: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE:

The goals of this 1968-69 NDEA Title V-A Project have been:

1) To provide an effective Evening Division program of orientation to assist students in proper selection of courses.
2) To expand opportunities for individual assessment or self-appraisal through professional testing services.
3) To improve educational, vocational, and personal counseling for Evening Division students.
4) Develop subsidiary guidance services for students seeking counseling and guidance by providing for proper reception.
5) To improve specialized counseling services to occupational majors unique to the Evening Division program.
6) To improve coordination of admission services, registration procedures, and veterans' services for Evening Division students.
7) To improve communications and understanding of the Evening Division student needs by working closely with the Evening Division faculty and administration in planning activities.

ACTIVITIES:

1) Expansion of Evening Division counseling and guidance services and hours.
2) Establishment of one Evening Division full-time counselor.
3) Establishment of Evening Division clerical services to support professional staff.
4) Development of an innovating orientation program - audiovisual.
5) Provision for Evening Division counselor interaction with related planning committees.
6) Development of guidance information brochures on specialized courses.
7) Expansion of testing service for Evening Division students.
8) Provision for active counselor envolvement in coordination of admission and registration procedures.

RESULTS:

Specific results included the following:

1) Greater number of Evening Division students requested and received counseling services.
2) An increased number of telephone calls seeking advisement and information was received.
3) An effective Orientation Program was developed with the use of audio-visual techniques and was well received by students.
4) The Evening Division counselor participated in the Evening Division Advisory Committee meetings.
5) New major program brochures were developed.
6) A greater number of Evening students obtained vocational guidance.
7) Improved Evening registration procedures were developed.

EVALUATION:

The expanded Evening Division counseling services have been evaluated as being very effective in assisting our Evening Division students. The slide Orientation Program facilitated the registration process and resulted in fewer errors in registration for courses. There was an increase in the number of students who received counseling assistance in formulating their educational and career plans.

Name of district: Orange Coast Junior College District
Address: 2701 Fairview Road, Costa Mesa, California 92626
Junior College enrollment as of March 31, 1969: 5,804
Junior College grades maintained: 13,14 No. of Junior Colleges in district: 2

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE:

GOLDEN WEST COLLEGE

1. To obtain occupational information that would be of specific use to junior college students.

2. To prepare and present this occupational information in an efficient, interesting manner, specifically through the use of aperture cards and reader-printer equipment.

3. To appraise the utilization of these materials and the effectiveness of the approach.

ACTIVITIES:

The project was begun by consulting with other educational institutions that had undergone related projects, e.g., San Diego County, San Mateo, and L.A. Trade Tech. Materials, equipment and procedures were analyzed. It was decided that all information pertaining to an occupation would be placed on one aperture card containing four pages of general and local information. Published materials, industry visits, and the local office of the California Department of Employment were the resources utilized for the occupational information. Various types of presentational hardware were also investigated, even though our budget precluded purchase. Soft copy reproductions were made of completed materials and circulated to local high schools, and faculty advisors for distribution to students. Copies were also placed in the Vocational Library of the college. Three microfilm projectors were purchased for later use when equipment would be available for production of aperture cards.

RESULTS:

Four pages of occupational information were prepared, according to the adopted format, on each of twenty occupations, all of which were related to two-year occupational programs offered at Golden West College.

EVALUATION:

Because we were unable, for lack of funds, to purchase equipment necessary to complete and implement the results of our project, evaluation could not be made other than through verbal reports given by faculty advisors and counselors who had used the soft copy reproductions in talking with students. These reports were all positive.

Name of district: Orange Coast Junior College District
Address: 2701 Fairview Road, Costa Mesa, California, 92626
Junior College enrollment as of March 31, 1969: 5,804
Junior College grades maintained: 13,14 No. of Junior Colleges in district: 2

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

ORANGE COAST COLLEGE

PURPOSE:

To expand the limited vocational information system at Orange Coast College, and to offer new media for transmittal of information to students.

ACTIVITIES:

A. Vocational Information Files
  1. Reviewed current status of vocational files
  2. Ordered and received updated or new material for the files

B. View Project (Microfilmed occupational information)
  1. Consulted with other centers on their VIEW projects
  2. Investigated microfilm readers
  3. Developed 30 job descriptions of Orange Coast College major related jobs

C. Sound Film Strips
  1. Investigated various sound film strips and projectors

RESULTS:

A. Vocational Information Files
  1. Expanded material in vocational files

B. View Project
  1. Purchased deck of VIEW cards from San Mateo
  2. Thirty job descriptions available to be microfilmed
  3. Purchased microfilm reader

C. Sound Film Strips
  1. Purchased sound film strip machine
  2. Purchased four sound film strips

EVALUATION:

A. Vocational Information Files
  Evaluation: Successful due to additional material
  How determined: More student and counselor use and satisfaction

B. View Project
  Evaluation: Successful for the 30 job descriptions completed
  How determined: Ready to be microfilmed and used in new vocational library

C. Sound Film Strips
  Evaluation: Successful
  How determined: Use in classrooms and counseling center

Name of district: Palo Verde Unified School District
Address: 187 North Seventh Street, Blythe, California 92225
Junior College enrollment as of March 31, 1969: 125
Junior College grades maintained: 13-14 No. of Junior Colleges in district: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE: **Initially, goals of the program were to:**

1. **Provide intensive group and individual guidance.**
2. Encourage high school graduates and college-age persons to continue their education.
3. Assist students to find the financial means to continue their educational progress.
4. Encourage continued educational progress through personal welfare as individuals.

ACTIVITIES:

The counselor met with members of the high school graduating class from the two groups to discuss their plans and encourage them to continue their education. The counselor also contacted former high school graduates who live in the community and have not attended college. The counselor worked through the financial aids office in coordinating a program of financial aid for many of these students. The counselor visited the homes of many of these students to discuss financial planning and encourage support of students by their parents. Many of the students were given an opportunity to leave the valley to visit educational and occupational centers in the Los Angeles area. The counselor made himself available during the school year on a "walk-in" basis. Progress of students was carefully observed and intensive counseling served as the follow-up procedure. The counselor also talked with groups of high school seniors and encouraged them to consider college after graduation.

RESULTS:

1. Minority students received intensive group and individual counseling.
2. Practically all minority students in the high school graduating class attended Palo Verde College on a full- or part-time basis.
3. All minority students received financial assistance.
4. Parental support and understanding **were** more evident than in the past.

EVALUATION:

The project had a very positive effect on our minority students. A survey indicated that 90% of the minority students from the high school graduating class enrolled at P.V.C. A second survey showed that 95% of enrolled minority students continued their education during the second semester. A third survey indicated that 90% of our minority students planned to return to P.V.C. next fall. A fourth survey indicated that about 95% of the minority students from this year's high school graduating class plan to attend college.

Name of district: San Bernardino Joint Junior College District
Address: 701 South Mt. Vernon Ave., San Bernardino, Calif. 92403
Junior College enrollment as of March 31, 1969: 3845
Junior College grades maintained: 13-14 No. of Junior Colleges in district: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE: The activities under this project as approved were specifically designed to:

1. Improve the articulation of vocational guidance between high schools and junior college, and in the community as a whole.

2. Improve the resources directly and immediately available to students in making wise career choices.

3. Make vocational information, registration, enrollment requirements and procedures, course prerequisites and requirements more readily accessible to all area residents, teachers and counselors.

4. "Personalize" and increase the availability of vocational counseling and guidance in the "Inland Empire" area.

ACTIVITIES: The project provided a part-time administrator/vocational counselor, part-time secretary and cost free services of the staff of the College radio station (KCR-FM) for the development of radio tapes which are being broadcast periodically over six area radio stations. In addition, a counselor handbook was developed, published and distributed to over 150 high school and San Bernardino Valley College counselors and advisors. This handbook contains a description of over 40 certificate programs including all course requirements and prerequisites for eligibility for these certificates. The production of the handbook, in turn, resulted in the publication of a special section for certificate programs in the College Catalogue. The handbook, catalogue and tapes have made information on vocational and technical training much more accessible to parents, students and counselors of the ten area high schools and the College. Telephone requests for information about vocational/technical training **have** resulted from the radio tape spot announcements. More tapes are being produced for the summer months and will be broadcast at no further expense to the project.

RESULTS: Counselors, students, parents and school administrators have been uniformly enthusiastic about the publicity, publications and counseling information made available by radio broadcasts, the counselor handbook, the revised College Catalogue and the telephone calls to the secretary and the regular College counseling staff.

EVALUATION: The distribution of the new College Catalogue, counselor handbooks and radio tapes was only recently accomplished. An increase in student interest and enrollment in vocational training and certificate programs seems assured. Additional increases in student enrollment in certificate programs **are** expected beginning in the Fall of 1969. Improved counseling selection and assignment of students should result in a marked decrease in the number of student withdrawals for vocational training and possibly in the overall College population.

Name of district: San Joaquin Delta Joint Junior College District
Address: 3301 Kensington Way, Stockton 95204
Junior College enrollment as of March 31, 1969: 4315
Junior College grades maintained: 13-14 No. of Junior Colleges in district: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE: The improvement and extension of counseling services to students planning to transfer to four-year colleges. This purpose was directed toward improvement of individual and group counseling services, improvement of articulation procedures with four-year colleges, extension of follow-up on former transfer students, and evaluation of the current guidance program in respect to counseling of students planning to transfer.

ACTIVITIES: Activities included the following: A. Group and individual counseling with students planning to transfer to four-year colleges. B. Refinement and extension of catalog curriculum outlines for transfer programs. C. Follow-up studies of transfer students by means of a questionnaire and on-campus interviews. D. Summarization, interpretations, conclusions, and recommendations based on findings of the follow-up study.

RESULTS: Results include the following: A. Publication in the 1969-70 catalog of revised and extended transfer curricula along with general education articulation lists. B. Presentation of a detailed report on the follow-up study. C. Formation of a counseling committee to be active during the 1969-70 college year for the purpose of continued study and improvement of counseling services to students planning to transfer.

EVALUATION: Refinement and extension of catalog content dealing with transfer curricula and especially general education articulation lists have made the catalog more useful in respect to counseling in this area. The number of responses to questionnaires and campus interview invitations was very disappointing. The feedback which occurred, however, was revealing and relevant. Different techniques for follow-up will no doubt have to be developed. Although comments by students on counseling pertaining to transfer ranged from marked derogation to high praise, the inadequacy of the sample and the dispersion of the range precludes an apt generalization. Further research is needed for the purpose of measuring the effectiveness of counseling in this area.

Name of district: Shasta-Tehama-Trinity Joint Junior College District
Address: Old Oregon Trail, Redding, California
Junior College enrollment as of March 31, 1969: 2418
Junior College grades maintained: 13, 14 No. of Junior Colleges in district: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE: The purpose of this project was, first, to continue the study of the effects of the unlimited withdrawal policy introduced in the 1967-68 school year, and second, to evaluate the educational counseling provided to students transferring to four-year colleges upon completion of work at Shasta College.

ACTIVITIES: Activities relating to the continuation of the study of unlimited withdrawal were designed to determine the long-term effects of the policy. These activities included: a comparison of several indicators of student success under the old and new grading standard over a four-semester period including a comparison of persistence rates, probation rates, and eligibility for graduation.

Activities relating to the evaluation of the educational counseling provided to transfer students included: the construction and administration of a questionnaire to former Shasta College students designed to determine the accuracy of communication between counselor and student and communication among colleges with regard to course and program comparability. The questionnaire estimated the subjective reaction of the students to educational counseling and provided feedback to counselors where specific difficulty occurred. A further activity included in the study was a description of the relationship between student G.P.A. at Shasta College and G.P.A. in the transfer college.

RESULTS: It was found that there was a significant and consistent reduction in the numbers of students assigned to probationary status over a comparable four-semester sequence even though there was a student population increase and the grade point average at which students are placed on probation was raised from 1.75 to 2.00. This drop in the probation rate was coupled with an increase in the persistence rate and an increase in the number of students eligible for graduation among the students in the study group.

The study of the transfer function of the college indicated that few communication problems exist among the colleges of the area with regard to transfer courses and comparability of programs. The report of students on the credit they received for course work is essentially the same as that stated in articulation agreements. About one student in five, however, reported that he did not receive credit for one or more courses for which he thought he would receive credit upon transfer. The average transfer student had six units of lower division to complete upon transfer. While students were generally satisfied with the educational counseling received at Shasta College, the study did identify several instances of specific difficulty.

EVALUATION: This study has demonstrated that the unlimited withdrawal policy has continued to reduce the numbers of students on probation and is associated with a higher persistence rate among students. It is interesting to note that more students are ready for graduation in four semesters under the new policy even though it is now far easier to withdraw from a class at any time. Since many California junior colleges are now turning to the unlimited withdrawal policy, a study needs to be made among colleges to determine whether or not the increased persistence change is related to the unlimited withdrawal policy.

The transfer student survey helped identify more clearly where students go and what courses they are lacking upon transfer. The identification by students of specific counseling problems or misunderstandings could prove to be most valuable to individual counselors.

Name of district: SOLANO COUNTY JUNIOR COLLEGE
Address: 100 Whitney Avenue, Vallejo, California 94590
Junior College enrollment as of March 31, 1969: 2349
Junior College grades maintained: 13-14 No. of Junior Colleges in district: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE: The purpose of the project was to furnish clerical help which would augment the counseling services of Solano College so that an Occupations Library would be organized, catalogued, and supervised in the counseling area and that added test scores and results (vocational, interest, aptitude, achievement) could be recorded on individual student folders for convenient counselor use. By adding clerical help to concentrate on an Occupations Library, we hoped to make a pleasant, efficient, and informative browsing room where students could go in to consult specific occupational material or search out and become familiar with many areas in the world of work. This could be done as a result of assignments or from personal interest.

ACTIVITIES: The project was underway as soon as part-time clerical help was hired. A small room adjoining the counseling quarters was converted into an Occupations Library. All materials gathered so far were catalogued under the D.O.T. System. As complete a library as was possible to gather from State Occupational Guides, Chronicle Occupational Briefs, Institute for Research Career Series, S.R.A. Occupational Library, valid recruitment materials, brochures, books and occupational surveys was housed in usable files under the D.O.T. System. Students are able to use the files themselves and have help on the morning when the clerk is on duty. Catalogues from every state and many private institutions are filed and convenient for student use. During one week in the spring semester, a county occupational trailer was stationed on campus and manned seven hours each day by counselors. Students dropped in and were made familiar with give-away vocational information, and also familiarized with the permanent occupations library. Individual test scores were put on each student folder as tests were taken and inventory score sheets filed for additional testing activities.

RESULTS: Because only part of the money required for the project was made available, not all things hoped for could be accomplished. However, certain specific results are clear. The library was used almost continuously by students seeking out material for themselves. Because no clerk worked in the library in the afternoon, counselors were made keenly aware of students asking for help with occupations for they were called upon to help the students. As a direct result of more material available in this area, a new course on occupational planning has been included in the curriculum.

EVALUATION: The advent of the Occupations Library has brought more students into the counseling offices. Faculty members and librarians frequent the catalogued materials as well as the resource books on colleges, majors, training, technical schools, and general vocational and occupational literature. A resource person available to answer questions has made use of the materials more effective. To have test results posted for immediate counselor use has been a significant time saver for counselors so they could put their time in the counseling service, not the clerical. So far this has been only a part-time activity, but it has resulted in significantly more time going into individual counseling and an obvious increase in the use of occupational materials not only by students, but also by faculty members.

Name of district: Sonoma County Junior College District
Address: 1501 Mendocino Avenue, Santa Rosa, California 95401
Junior College enrollment as of March 31, 1969: 2750
Junior College grades maintained: 13,14 No. of Junior Colleges in district: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE: The specific objectives of this project were to - 1) obtain the services of two full-time counselors and one two-fifths time counselor; 2) provide more counseling services to students who most need counseling services: socio-economically deprived, low achievers in English, those with special problems or handicaps, students on probation, and students with unrealistic goals; 3) study the characteristics of freshman students; 4) evaluate services to students; and 5) add equipment, test materials, and other services as needed.

__ACTIVITIES__: In order to achieve our purposes we took the following steps: 1) assigned all full-time counselors to students most in need of professional assistance; 2) established numerous group guidance units during fall and spring semesters to assist the probationary student; 3) markedly increased our counseling services to the general students who still retained their faculty advisers for purposes of program advising; 4) held many meetings between full-time counselors and major departments in order to develop communication channels and understanding between counselors and instructors; 5) held many informal meetings to increase liaison with instructors; 6) met with high school counselors formally and informally to increase mutual knowledge and understanding; 7) widely publicized our services on campus so that all would know the kind of assistance they would receive; 8) actively worked together to find all possible ways of increasing our value to students; and 9) gathered large amounts of materials of all kinds - catalogs, reference books, occupational pamphlets, audio-visual materials, brochures, governmental publications, and other items, to form the nucleus of a guidance information center.

__RESULTS__: As a result of our multiple efforts to create and continue a viable professional system, we have achieved more than we thought possible two years ago. We were most fortunate at that time in employing highly trained, thoroughly professional, eminently qualified individuals who brought a maximum degree of enthusiasm to the task and spared themselves no effort in helping to establish a system that would provide the best possible services to students, advisors, and faculty. We have been able to offer services to about 1800 of the students most in need of individual attention, and to assist hundreds of other students who were assigned to faculty advisors, but sought our specialized help. The faculty has been deeply impressed by the new system that utilizes the best features of the centralized system without losing the advantages of the decentralized faculty advising system.

__EVALUATION__: Both subjective and objective evaluations by deans, the counseling coordinator, a special committee on counseling and advising, and the counselors themselves have shown that this project has enabled Santa Rosa Junior College to provide more and better services to more students than ever before. Weekly meetings have taken place throughout the year in order to provide immediate feed-back and to allow all personnel to share ideas and solve problems. Constant evaluation is taking place, and numerous specific evaluations have been completed.

Name of district: State Center Junior College--Fresno City College
Address: 1101 E. University Ave., Fresno, California 93704
Junior College enrollment as of March 31, 1969: 4,060
Junior College grades maintained: 2 No. of Junior Colleges in district: 2

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE: Our project was designed to continue to update, expand and improve the educational and career information service provided to the students of our college. This project was directed at making available this material and providing professional counseling assistance to evening college students.

ACTIVITIES: Under the direction of the project director, additional vocational and educational materials were purchased. The project director and selected members of the counseling staff were on duty 280 hours extra-time to serve the evening college students.

RESULTS: Well over one thousand evening college students made use of the materials, catalogs, or other information available by the Career and Educational Information Center or consulted the professional counselors on duty.

EVALUATION: The counseling and administrative staffs concur that this project has been of significant value to the students of the evening college. Although the proposed project was limited by budget cuts, it did accomplish its objective at the level funded.

Name of district: Sweetwater Junior College District
Address: 5400 Otay Lakes Road, Chula Vista, California 92010
Junior College enrollment as of March 31, 1969: 5186
Junior College grades maintained: 13/14 No. of Junior Colleges in district: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE:

To increase the awareness of high school students regarding the need and opportunities of post-high school training and education in our present technological society.

1. Training opportunities in industry and business for the high school graduate.
2. Educational opportunities provided by the community college in preparation for the world of work.
    - a. Short courses (self-improvement)
    - b. One-year Occupational Programs
    - c. Two-year Occupational Programs
    - d. Two-year Transfer Program
3. A comparative study in preparation, remuneration, fringe benefits, and occupational outlook opportunities.

ACTIVITIES:

A college counselor acted as a Field Representative to a specific high school within the college district.

1. The counselor was assigned 4 hours per week throughout the school year to work in conjunction with the junior and senior class counselor.
2. The hours were alternated each week during the morning and afternoon of the specific day.
3. The counselor spoke to the junior and senior classes on separate occasions, outlining the program in generalities.
4. The counselor spoke to individual American Government classes of senior students and United States History classes of junior students.
5. The counselor spoke to specific groups of students who indicated special interest in Vocational Areas. (Aero, Arch, Business, Police Science, and other available two-year programs; Elementary Educ., Secondary Educ., Professional Educ., and other educational opportunities requiring advanced education).
6. Outside resource personnel from Business, Industry, and colleges were used to provide supplementary information.
7. Individual appointments were established, following the small group meetings, for those students requesting more specific educational counseling and guidance.
8. The college counselor further acted as a resource person for the high school administrators, counselors, and teachers.

RESULTS:

As a result of this experiment with one specific high school, other high school administrators and counselors within the district have requested the program be expanded to include all high schools.

EVALUATION:

1. Students discovered post-high school educational opportunities existed in lieu of a college education.
2. Students who perhaps had no intention of furthering their education pursued the community college as an avenue of advancement.

Name of district: Ventura County Junior College District
Address: 71 Day Road, Ventura, California
Junior College enrollment as of March 31, 1969: 5349
Junior College grades maintained: 13,14 No. of Junior Colleges in district: 2

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA-Junior College

PURPOSE:

The primary purpose of the NDEA project was to help Moorpark College maintain a desirable counselor-counselee ratio. As this is our second year of operation, we were anxious to continue to develop a testing program which would aid in appropriate student placement. Along with this, for our evening division, we wanted to continue a counseling service that would assist the community.

ACTIVITIES:

During the 1968-69 year we continued to develop the occupational information center for both day and evening use, and we extended evening services with two to three evenings a week counseling available, with added clerical assistance, enabling the evening personnel to give individual tests as well as educational and occupational counseling.

RESULTS:

These activities have resulted in an increasing awareness on the part of the student body for the availability of counseling services. It has also led to more investigation so that we might complete the occupational center. We are currently seeking additional materials to increase the center's pertinence.

EVALUATION:

The evening counseling proved to be successful as judged by the number of students and citizens in the community who availed themselves of this service. The occupational center, too, found an increasing number of students using the data. The center will be a hub for the new orientation program in which representatives from industry will come to the campus for occupational seminars.

Projects on Secondary Level

Name of district or county office: ABC UNIFIED SCHOOL DISTRICT
Address: 17923 South Pioneer Blvd., Artesia, California 90701
Secondary school enrollment as of March 31, 1969: 3456
Secondary grades maintained: 9 - 12 Number of Secondary Schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

The purpose of this project was to strengthen the counseling and guidance services for the foreign born and bilingual students. To provide the non-English speaking students and their parents with an understanding of the organization and function of the high school program. To strengthen and give vitality to home-school relationships. To encourage both student and parent to make full use of the educational and guidance services through conferences with the counselor. To assist in the district's efforts towards the dropout problem.

ACTIVITIES:

Bilingual counselor conducted three inservice education activities to assist teachers in understanding and instructing minority group children. He aided in organizing, directing, and counseling during the ESL summer school classes. Student conferences were held to determine proper grade and subject placement. Parent conferences and/or home visits were scheduled for orientation purposes. The WRAT and the Peabody Picture Test in Spanish or Portuguese, were administered to aid in determining students' abilities. Informal teacher conferences were held to relay pertinent information regarding counselees' strengths and weaknesses. He supervised and prepared bilingual instructional aides program for the non-English speaking at eight schools. The counselor was used as an interpreter for the district's psychometrists as well as for translating purposes for other personnel. In addition, his services were sought by various school personnel: librarians, nurses, deans, teachers, counselors, attendance director, principals and speech therapists. The counselor's background and experience were drawn upon in the preparation of the district's Bilingual Title VII application. A major activity was the planning and conducting a district sponsored conference spotlighting the Mexican-American.

RESULTS:

The communication line established between the non-English speaking home and the school was quite evident with the numerous contacts by parents to the schools. This rapport was established on both the elementary and secondary levels. The willingness of students to make self-referrals uncovered many unknown problems. The bilingual instructional aide program became a successfu part of the total program.

EVALUATION:

The services and activities performed by the full-time bilingual counselor provided strong evidence that an additional counselor would be feasible. Staff members appreciate the help students have received and students are very grateful for this assistance. Many problems have been solved for both groups. The rapport established by students and the counselor aided in their understanding of the value of an education.

Name of district or county office: Acalanes Union High School District
Address: 1212 Pleasant Hill Road, Lafayette, California 94549
Secondary school enrollment as of March 31, 1969: 7,075
Secondary grades maintained: 9-12 **Number of Secondary Schools:** 5

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

The purpose of this project was to conduct a comprehensive follow-up study of the 1968 graduating class from the five district high schools and to compare survey results with the results obtained in surveying the classes of 1963 through 1967. Broad objectives of the study were to gather data for use by district personnel in making decisions concerning adjustments in the curriculum and services provided in the high schools. More specific objectives included determining: 1. The location of former students. 2. What the graduates are now doing. 3. The percentage of the respondents who began a formal education program after high school graduation and intend to complete the program. 4. The percentage of the respondents who have enrolled in a post high school formal education program and have dropped out of the program. 5. The percentage of the respondents who did not participate in a formal education program after graduation. 6. The degree of respondent satisfaction with the high school education. 7. Graduate opinions concerning the usefulness of courses in which they were enrolled. 8. The degree of helpfulness provided by the schools for particular facets of the educational background. 9. The respondents' occupational goals. 10. The vocational courses the respondents would have enrolled in if they had been offered in the high schools.

ACTIVITIES:

A project director was employed who developed address files, questionnaires, a system for processing returns and a set of analyses. Precoded questionnaires used in the data collection process facilitated the transfer of data from the survey instrument to data processing cards. Data were processed electronically and statistical tables were developed from the resultant output. Data collected in 1967-68 were explained to and discussed with district personnel. Data were also related with the district's statement of educational goals.

RESULTS:

1. Respondent cooperation was indicated by a high questionnaire return percentage. 2. Respondents have been categorized with respect to their post high school education status. 3. Data were compiled which allowed the achievement of all ten objectives. 4. Certificated personnel were apprised of the 1967-68 survey results. 5. Certificated personnel have begun work on curriculum revisions. 6. Administrative personnel are examining the district's statement of educational goals and are considering suggestions for revisions. 7. A final report has been developed which summarizes those data collected on the questionnaire.

EVALUATION:

1. Information gathered will help the professional staff determine the degree of educational goal achievement. 2. Separate analyses for the five high schools provide data useful in decision making concerning curricular changes. 3. Comparisons of statistical data provide information concerning the degree of change in graduate opinions over a period of six years. 4. Graduate activities vary with variations in socio economic background.

Name of district or county office: Alhambra City High School District
Address: 601 North Garfield Avenue, Alhambra, California 91801
Secondary school enrollment as of March 31, 1969: 8,068
Secondary grades maintained: 9 - 12 **Number of Secondary Schools:** 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: To provide counseling services specifically directed toward Mexican-American students; to increase interaction between school and the Mexican-American community; to provide in-service training for counselors in working with Mexican-American students; and to recommend modifications of curriculum to meet needs of Mexican-American students more effectively.

ACTIVITIES: A Spanish-speaking counselor of Mexican descent was employed in one high school. He did not carry a specific case load, but concentrated upon reaching Mexican-American students. A steering committee was established to assist in coordination of the project. Mexican-American students who had no definite post high school plan were identified, elementary schools were contacted and assisted in the identification of potential school leaders, meetings with parents (conducted in Spanish) were held in several locations, the Community Center was contacted and involved in the project, group counseling was conducted, and the counselor served as chairman of the district-wide committee on Mexican-American affairs. Individual students were seen, and an effort made to seek out those who counselors felt needed assistance. The project counselor translated and interpreted for other counselors as necessary, and maintained close liaison with parents. Field trips to places of vocational interest were conducted. The program developed throughout the year.

RESULTS: The district committee, led by the counselor, made several recommendations, including modification of financial and academic requirements for participation in school activities, staff in-service in problems of the Mexican-American, modification of curriculum and specific effort to encourage enrollment in vocational courses offered throughout the district. Scholarship programs were identified. The community became increasingly involved and lay groups have been established that will function in an advisory capacity next year. The counselor offered assistance in discipline, curriculum, and community problems. A serious re-evaluation of the tracking system in the district is being undertaken. Students who were placed in classes without regard for some requirements this year have done well, and grouping criteria are being re-examined.

EVALUATION: The project was developing throughout the year. Success is evidenced by the district expanding the program next year without NDEA funds. Community concern and interest are very high. Problem areas have been: a case load restricted only to Mexican-Americans, while requested by the community originally, is not desirable; discipline or activities perceived as disciplinary must be avoided; parents must be involved when interest has been developed; and the counselor must communicate with all segments of the community, faculty, and student body. The role of the counselor who represents a special segment of the population is perceived differently by various groups. Future plans will include ways to resolve differences.

Name of district or county office: Anderson Union High School
Address: 1471 Ferry Street, Anderson, California 96007
Secondary school enrollment as of March 31, 1969: 1322
Secondary grades maintained: 9-12 Number of Secondary Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

Funds were requested to initiate a five-year follow-up study beginning with the graduates of the 1968 class and the drop-outs of the 1967-68 school year.

The intent of the study was to gather basic information concerning the educational and vocational experiences and the reactions of graduates which would be of value to the guidance and curriculum personnel of the school in the improvement of the counseling services and in the modifications of the curriculum to better suit the needs of the students.

ACTIVITIES:

1. Development of a Card of Intent for the 1968 seniors to complete before graduation to supply data needed in the study.
2. The development of a questionnaire, mailed in the fall, to secure pertinent information for the study from the graduates.
   A second questionnaire to be sent in the late spring.
3. The gathering, tabulation and analysis of the information.

RESULTS:

1. The tabulation and comparison of the response on the questionnaires with the Card of Intent completed.
2. Analysis of the results is about completed.
3. The results are under study by the guidance and curriculum personnel.

EVALUATION:

Evaluation was by the school administration, the counseling staff, and the instructional council.

A greater emphasis will be placed in 1969-70 upon vocational guidance, and additional classes will be added to the curriculum and curriculum modifications made to meet the needs of those graduates:

a. continuing in trade and technical programs
b. entering directly the field of work.

More emphasis will be given to the needs of the slow learner.

More emphasis will also be placed upon group counseling as related to educational and vocational planning.

Name of district or county office: **Anderson Valley Unified School District**
Address: **P.O. Box 457, Boonville, California, 95415**
Secondary school enrollment as of March 31, 1969: **146**
Secondary grades maintained: **9-12** Number of Secondary Schools: **1**

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

To strengthen our vocational-reality curriculum and our flexible schedule

ACTIVITIES:

(1) General Counselling: For all students. Broad spectrum Parent-Teacher-Student involvement.

(2) Special Problem Counselling: Anderson Valley has some 20-25% displaced children living in foster homes, with relatives and friends. Emotionally upset, reading problems, adjustment problems. Much work on these - involved county and state agencies. Teaching staff each took three students of this type and gave them special help above regular load

(3) Career Counselling: We had an Aviation Career Day. Students encouraged to use library career shelf. Visits to industries and business firms on small group basis.

(4) Work Experience Counselling: Very successful program with County Hospital and several local businesses.

(5) Scholarship Counselling: Involved Juniors and Seniors - careful interviewing and assistance on request preparation and interviews.

(6) Testing: As directed by state plus special needs as indicated. Specialized subject matter tests for scheduling purposes in flexible program (Math and English).

RESULTS:

(1) General Counselling: Every student contacted.

(2) Special Problems Counselling: Very few drop outs. Often redesigned our program to fit pupil's needs.

(3) Career Counselling: Several students entering aviation career field, also nursing and hospital work. Some commercial interest generated.

(4) Work Experience Counselling: One girl into nursing college, three offered jobs, two boys offered jobs.

(5) Scholarship Counselling: $8,000 in scholarships, $3,000 in loans. Two students received top scholarships in county.

(6) Testing: Improved Math and English placement. Also improved college entrance placement.

EVALUATION:

Excellent student retention this year. Few drop outs. Much parent interest generated. Also teacher interest and cooperation, excellent community rapport. Only drawback is lack of time on part of counsellors for more counselling in depth.

Name of district or county office: Arcata Union High School District
Address: 905 6th Street, Arcata, California 95521
Secondary school enrollment as of March 31, 1969: 2,310
Secondary grades maintained: 9 - 12 **Number of Secondary Schools:** 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

The purpose of the project was to complete the second phase of the two year plan to prepare for, to organize, and to implement a group guidance program.

ACTIVITIES:

1. Groups were identified, organized and scheduled for group counseling.
2. Testing, college admissions information, job and vocational information, were conducted or presented according to a planned schedule.

RESULTS:

1. Counseling and information were provided for special groups:
   a. Pregnant girls
   b. Narcotics users
   c. Behavioral problem students
   d. Educationally handicapped
2. An average of one and one-half standardized tests per pupil were administered to students of the district.

EVALUATION:

1. Difficulties in scheduling and omissions in services provided were eliminated by a planned calendar.
2. Students with special problems were provided for in planned programs.
3. Counselor-pupil contacts were increased by approximately 20%.
4. Interviews with faculty revealed acceptance and approval of new plan for group counseling.

Name of district or county office: Atascadero Unified School District
Address: 6475 Olmeda Avenue, Atascadero, California 93422
Secondary school enrollment as of March 31, 1969: - - - 854
Secondary grades maintained: -4- **Number of Secondary Schools:** -1-

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

Project Goals:

1. Improve student relationships with:
   (a) Parents (b) Teachers (c) Community
2. Improve supportive student services
3. Compile and interpret test data
4. Coordinate community agencies for student guidance

ACTIVITIES:

1. Group and individual conferences with parents and students
2. Three-way and four-way conferences - student - parents - teacher - and/or counselor
3. Coordinated effort of other agencies: - Welfare - probation - Law-enforcement - Rehabilitation - Service Groups.
4. Child Welfare Worker - Counselor group sessions
5. Continued implementation of Coordinating Council
6. Test data compilation and interpretation
   (a) Group: Lorge-Thorndike, Standard Stanford Reading, Kuder, CTMM
   (b) Individual: Stanford-Binet, WAIS and SRAT

RESULTS:

1. Coordination of student relationships
   (a) Parents: poor fair [✓ good] outstanding
   (b) Teachers: poor fair [✓ good] outstanding
   (c) Others: poor fair good [✓ outstanding]
2. Supportive Services
   (a) Social worker group sessions good
   (b) Coordinating council outstanding
3. Data Compilation and Interpretation
   (a) Individual Testing outstanding
   (b) Testing Group fair
4. Coodination of Community Agencies fair

EVALUATION:

1. Continuous growth towards counselor effectiveness
2. Much better coordination of agencies and organizations
3. Constraints: Continuing state of financial crisis which limits personnel and materials for better counseling programs.

Name of district or county office: AZUSA UNIFIED SCHOOL DISTRICT
Address: 546 South Citrus Avenue, Azusa, California 91702
Secondary school enrollment as of March 31, 1969: 3,109
Secondary grades maintained: 9-12 **Number of Secondary Schools:** 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: To provide a helpful and positive relationship in those cases where a student is involved in a traumatic or legal difficulty so he and/or his family can make some major changes in his and/or their lives: (1) Provide a person with responsibility to directly alter present school routines and attitudes in behalf of these students when present staffing makes alterations impossible; (2) To give guidelines and direction to school administration regarding curricular and environmental needs above and beyond present school potentials in order to adequately handle and provide for these kinds of children; (3) To have a positive change of attitude on the part of those students who have reached an impasse in their attitudes or behavior toward themselves, the school, or the law; (4) To have these children improve behavior in terms of school attendance, academic achievement, or positive social contact; or start positive things or stop negative things.

ACTIVITIES: Title V allowed for a full-time social adjustment counselor. His direct activities included investigation, counseling, and recommending placement for specific children, most of whom were narcotics cases. His work with schools included direct advice and recommendation to administration regarding routines and procedures for specific children as well as certain curricular activities which needed to be implemented.

RESULTS: Results in school routines included the setting up of four "guidance classes" for narcotics and hard core adjustment problems, a night class taught by two persons for parents of such children, a narcotics education committee which is planning specific units and materials for classroom use. Results in terms of children include: (1) the opportunity for a full investigation before recommendation is made as to disposition of narcotics cases. This has given us a flexibility to make moves appropriate to child and family needs; (2) an opportunity to have the children who wish and desire help to have sufficient time available for a counselor to work with them to overcome their problems; (3) the setting up of our own group of students who have put down narcotics and have been willing to talk to groups of teachers and/or individual students and/or groups of students.

EVALUATION: The project has been extremely successful in dealing with the lives of individuals and their families. Those amenable to change and progress have made dramatic changes. A number, of course, have desired no change and we have spent little time with them after an honest and genuine effort to be helpful. Some major inroads in ignorance, naivete, or negative attitudes have been made with large teacher groups at upper elementary, intermediate and high school levels. School routines have been altered and teachers handpicked for certain students. The effectiveness has been determined by the actual altering of a child's life as observed in his attendance, grades, parental reports, cooperation with school, parents, law enforcement, his putting down the habit, and his willingness to help others.

Name of district or county office: Berkeley Unified School District
Address: 1414 Walnut Street, Berkeley, California 94709
Secondary school enrollment as of March 31, 1969: 6,726
Secondary grades maintained: 7 - 12 Number of Secondary Schools: 5

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

To improve student functioning -- personal, family, and school. Specifically, efforts have been made to modify student interpersonal, communication and community relationships.

ACTIVITIES:

The approach to these problems was through groups. Group structure varied -- student/student, student/teacher/counselors, student/parent/counselors, student/adult/counselor. These were essentially "drop in" rather than structured groups. Size varied from 6 to 25 people. One group, a continuation education group, became tutors and counselor aids to sixth grade "drop out" students. Selection of tutors was based on interest and responsiveness to group techniques. Orientation was followed by assignment. Tutors were scheduled two days of tutoring, two of group activities with the sixth graders, one of peer group interaction and discussion seminars. The original intent of parental involvement for this group was subverted by family disorganization -- four of six sixth grade students were foster home placements, two of six lived with "aunts." There was therefore little significant parent involvement.

Preliminary results indicate a degree of success with sixth graders remaining in school and "mostly" in class and a capability to compete. Tutors, with occasional exceptions, became reliable attendees and gradually were able to work "outside" themselves into the "situation."

Another group of up to 25 students participated in a student/police series in which the "beat" officers (day and evening) participated in discussions with the students. Discussions avoided specific incidents at the outset. The purpose was to narrow the gap between citizens and police, to explore fears and response patterns, to assess how a policeman differs from "us" and some of the "whys" of these differences.

Name of district or county office: BONITA UNIFIED SCHOOL DISTRICT
Address: 115 East Bonita Avenue, San Dimas, California 91773
Secondary school enrollment as of March 31, 1969: 1,728
Secondary grades maintained: 4 **Number of Secondary Schools:** 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: (1) To provide the Mexican-American student added counseling time and better home-school communication; to reduce the number of daily absences, truancies, and drop-outs. (2) To provide teachers with a better understanding of the Mexican-American culture. (3) To assist Mexican American students in the proper selection of course work and to encourage more of these students to seek added education beyond high school. (4) To assist the Mexican-American student in becoming more active in campus activities.

ACTIVITIES: (1) An intensive effort was made to make home calls on Mexican-American students who showed a pattern of frequent absences and to consult with the parent in an effort to bring about an understanding of the need for good attendance. (2) Inservice workshops with teachers were conducted to help them better understand the Mexican-American culture. (3) Coaches and teachers were encouraged to lead the Mexican-American students into participating in campus activities. (4) Individual conferences were held with the Mexican-American student to help him better understand his abilities and to guide him to make a better selection of courses. (5) Individual conferences with the Mexican-American student were held to encourage advanced training in areas of their choice and to help them complete college applications. (6) Personal calls to colleges were made by counselors to encourage them to give additional financial aid where needed and to accept a larger number of these students who showed potential. (7) Individual conferences with Mexican-American students who were doing poorly in a class were held in order to encourage them to do better and to help them in their study habits.

RESULTS: (1) There were noticeable changes in attitudes toward learning by most of the counselees. (2) Parental attitudes toward attendance and educational achievement improved. (3) The Mexican-American student's image of himself has improved. (4) A desire for higher education by the Mexican-American student is now evident.

EVALUATION: (1) The Mexican-American makes up about 16% of our student body. The Mexican-American student now comprises about 9% of the absentees. (2) 30% more Mexican-Americans have applied for admission to a four year college. (3) 49% more of the Mexican-American students have applied for admission into junior college or training school. (4) The school leavers among the Mexican-American school population has decreased 80%. (5) The working relationship between the parent and the school has improved. (6) The Mexican-American student has become more active on campus and have now formed the Mexican-American Youth organization.

Name of district or county office: BURBANK UNIFIED SCHOOL DISTRICT
Address: 245 E. Magnolia, Burbank, Calif. 91503
Secondary school enrollment as of March 31, 1969: 7,290
Secondary grades maintained: 7-12 Number of Secondary Schools: 5

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

- To improve achievement of more capable learners and also of those who are having achievement problems in one or more areas. The latter has the purpose of preventing discouragement for capable or average learners.
- To help all students and particularly 9th graders to begin developing career plans.
- To help all teachers with guidance responsibilities by giving leadership, providing talks for counselors, giving interpretations, and making available accurate records.

ACTIVITIES:

- Group counseling was provided throughout the year particularly toward family life education, drug and narcotic problems, and dress regulations.
- Multi teacher conferences were called by the counselors at 7:30 in the morning. These meetings were for purposes of study in regard to the learning and/or behavior of the student. Due to grave concern of the teachers, usually, preference was given to capable learners not achieving.
- Group meetings with parents were held in workshops.
- Counselors met with new students coming into the school after the opening and assigned a mentor. The students were seen two weeks later for any follow-up needed with the "door" open wide for any later contacts needed.
- Ninth graders were given special help especially when their personal plans were not well formed or these students were frustrated, confused, and seeking recognition in undesirable ways. Objective was to meet with all students at least twice a year discussing performance, objectives, and attitudes.
- Placement meetings at the close of the school year conjointly with members of guidance staff and health department to determine the best assignment for any student during the following year.

Results:

- Effective parent workshops with leaders from the community such as the local juvenile bureau, vice squad, family service, health education workers and central office staff. Significant were meetings directed by the counselors in a discussion of hallucinating drugs, so-called "Hippy" appearance, and behavior.
- Formulating rules and regulations for abusers of drugs and narcotics. Formation of police, school and church plans for community cooperation.
- Greatly increased pupil-parent contacts.
- Much fewer class changes.
- Surprising number of unsuspected problems revealed with all students.
- Satisfactory results whenever discussion of student's test results and academic performance was made with students, teachers and parents.
- Many less problems developed from new students.
- Innumerable multi-teacher conferences held consistently at pre-school hours and "chaired" by the counselor.

EVALUATION:

- Accurate count shows fewer maladjustments as regards program changes. More students, by questioning, have made at least first decisions as regards future occupations. Unsuspected problems uncovered by conferences with all students by the counselors were more readily adjusted due to early ventilation.

Name of district or county office: Calipatria Unified School District
Address: P. O. Bin "G", Calipatria, California 92233
Secondary school enrollment as of March 31, 1969: 336
Secondary grades maintained: 9-12 Number of Secondary Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

To develop a more intensified program in the area of vocational guidance, it is believed that individual student achievement would be more effective if the students themselves were more aware of the long range vocational objectives open to them.

The program, as proposed, would enable students to become more fully aware of their abilities and interests - while enabling them to explore vocational choices in greater detail. The program would also enable the counselor to spend more time with the individual students and would provide increased resources which could be used as reference material in assisting students with their vocational planning.

ACTIVITIES:

The addition of a part-time clerical assistant in the counselor's office enabled the counselor to spend more time with the students in the area of vocational guidance. This in our opinion, made the high school experience more effective and meaningful.

Reference material as well as resource material were made available to the students in order that they might be able to obtain a clearer picture of the vocational requirements necessary in the selection of the various careers.

Funds were also used to enable the counselor to visit other projects as well as conferences and clinics for special training. This knowledge enabled him to develop new techniques which were useful in assisting the students with their vocational problems.

EVALUATION:

With a clerical aide assisting the counselor, more time was spent assisting and aiding the students with vocational guidance. Materials used were: SRA occupational exploration kit (purchased by the school) and a similar SRA occupational kit on a loan basis from the county office. With funds from this project the counselor was able to attend various workshops, conventions, and visit other districts to see how their projects were being carried out.

The actual evaluation has to be made more on judgement than on statistical data. All of our graduating seniors received at least twice the amount of vocational guidance than they had in the past. As a result we had more seniors going to business colleges, and technical institutes than ever before. Also, the counselor was able to spend more time counseling than doing filing and other clerical work, which was done by the office aide.

Name of district or county office: Campbell Union High School District
Address: 275 East Campbell Avenue, Campbell, California 95008
Secondary school enrollment as of March 31, 1969: 12,986
Secondary grades maintained: 9 - 12 Number of Secondary Schools: 9

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

1. To initiate a program to assist students to obtain and utilize information relevant to the educational career and personal decisions made by students.
2. To initiate a pilot program to provide in-service training in small group discussions and counseling techniques for volunteer counselors.
3. To expand a group guidance unit designed to aid students in their post high school educational and career decisions.

ACTIVITIES: (Numbers listed below correspond to those under "Purpose")

1. Counselors in each of two pilot schools participated in an intensive training workshop in the simulation technique titled "Life Career Game" and orientation sessions were held with school administrative staffs and key district staff personnel. The simulation game was conducted by counselors with class size groups. Half time counselor interns were added to the staff of each pilot school to free the counselor to devote time to this activity and activity 2 described below.
2. Several eight hour in-service sessions were initially held and followed by shorter sessions throughout the second half of the year. Problems and experiences generated in the counselors' student groups were studied and suggestions were made by the consultant-leader.
3. One counselor continued development of a group guidance program designed to individually involve students in the seeking of information and consideration of values relevant to their post high school plans.

RESULTS: (Numbers listed below correspond to those under "Activities")

1. Groups of tenth grade students "played" the "Life Career Game" in the two pilot schools. The procedures used were varied in the effort to determine those procedures most appropriate for each school's situation.
2. The loyal attendance and intense participation of the counselors in these in-service sessions attested to the value and interest levels they perceived. Three-fourths of the participants proceeded to conduct small group counseling sessions.
3. The guidance unit was used with volunteer seniors in five high schools. An evaluation instrument was designed and field tested.

EVALUATION: (Numbers listed below correspond to those under "Results")

1. Results from a student questionnaire combined with counselor judgment produced the decision to expand the use of the Life Career Game simulation in the other district schools.
2. The implementation of small group counseling by the majority of the participating counselors indicates success in achieving the purpose of the project and serves as a basis for conducting future in-service.
3. Participating students gave verbal evidence that the group experience was of value to them. Difficulties developed and severely hindered the functioning of the unit because of counselor illness.

Name of district or county office: Carmel Unified School District
Address: P. O. Drawer U-1, Carmel, California, 93921
Secondary school enrollment as of March 31, 1969: 998
Secondary grades maintained: 9-12 Number of Secondary Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

To develop further a comprehensive vocational guidance program begun in 1967. Additional career information and vocational guidance materials are being made available to students through a variety of activities including the counseling library, career conferences, visitations, vocational tests, and individual counseling with a vocational specialist following the tests. This information was to be coupled with that gained through the use of interest inventories to enhance the vocational experience and to assist in vocational and career planning.

ACTIVITIES:

The counselor has been responsible for making information available to students concerning career opportunities. He has expanded the existing catalog information and the vocational library and has maintained a liaison between the school and public and private agencies concerned with career opportunities and training. He assisted in the administration of the DAT, the GATB, the Kuder Preference Record, and the Strong Vocational Interest Blank. Through the Peninsula Regional Occupational Program, a substantial number of students were able to avail themselves of occupational exploratory classes on Saturdays.

RESULTS:

A section of the counseling complex has been set aside as a vocational library. In addition, a space has been set aside in the reserve book room for additional vocational information. College and trade school catalogs are on file. There is a special section on local career opportunities and another on the various opportunities within the military. The clerk and the counselors are on hand to produce and explain results of the standardized tests such as the intelligence, achievement, and interest inventories. They have been instrumental in arranging contacts between the interested applicant and the various professional and vocational opportunities.

EVALUATION

The program has been successful and will be continued. Current planning calls for at least an additional one-half time counselor to augment the staff. Our records show that over half of our student population was engaged in some kind of remunerative vocational activity for an extended period during the present academic year.

Name of district or county office:Ceres Unified School District
Address: P. O. Box 307, Ceres, California 95307
Secondary school enrollment as of March 31, 1969: 1049
Secondary grades maintained: Number of Secondary Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

The applicant requested funds to employ a person to be known as a Guidance Technician. This position was designed to relieve the Counselors of the many clerical tasks which make such inroads into the counseling time. This position could be filled by a person who would be more competent in clerical tasks and result in an overall improvement of the Guidance program.

ACTIVITIES:

The Guidance Technician has been working in the **attendance** section supervising a number of others who do the routine tasks of facilitating attendance problems.

She has also given help to the Counselors in developing information for Counselor use in working with those students who have school associated problems.

RESULTS:

The Counselors load of students who have problems associated with missing classes or school without excuse has diminished considerably during this year.

Their time spent in getting material and information together has been lightened by this help. They have been able to do the task assigned, that of working the students in a **truly** counseling function.

EVALUATION:

A survey of the types of problems the Counselors are dealing with this year indicates that the position has been a very effective one.

More pre-vocational and vocational counseling has taken place.

The Counselors are much happier with their role as a result of the change.

Name of district or county office: CHICO UNIFIED SCHOOL DISTRICT
Address: 1163 East Seventh Street, Chico, California 95926
Secondary school enrollment as of March 31, 1969: 4169
Secondary grades maintained: 7 through 12 **Number of Secondary Schools:** 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: (1) Summer Counseling with parents and students: (a) To improve the transition of students from elementary to secondary school (6th grade to 7th grade). (b) To give the counselor increased understanding of the family-pupil-school-relationship. (c) To help identify children new to the district who are educationally handicapped, mentally retarded or gifted.

ACTIVITIES: Conferences were held with approximately 750 incoming 7th graders and their parents during the months of June and July. Individual conferences were held at each of the two junior high schoolsat various times during the day and evening in an effort to reach all parents.

RESULTS: As a result of summer conferences, the relationship between the 7th grade students and the counseling department **was** improved over previous year's entering 7th grade classes; the number of self-referrals has increased greatly. The 7th grade class of 1968-69 has a larger number of students achieving higher academic standings as evidenced by increased enrollments on the honor and merit rolls. Also, improved marks were noted on citizenship. An increase in the number of parent conferences through the year indicate that the summer orientation helped remove some of the imagined barriers between home and school. Parents seem to have an increased interest in school activities; we have noted an increase in attendance at our PTA meetings, Back to School night and our orientation programs.

EVALUATION: The Evaluation was subjective. Based on the reaction of parents, students, teachers and administrators it is felt that the purposes were accomplished and that the program should continue as a regular function of the junior high school counselors.

Name of district or county office: CLAREMONT UNIFIED SCHOOL DISTRICT
Address: 2080 North Mountain Avenue, Claremont, California 91711
Secondary school enrollment as of March 31, 1969: 3,425
Secondary grades maintained: 7 - 12 **Number of Secondary Schools:** 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

To improve students' study skills and more importantly to bring about an improved attitude toward self and school.

ACTIVITIES:

Due to reassignment of counseling personnel within the high school the following took place:
Six counselors and part time secretary were provided with 217 students in grades 9, 10 and 11. A total of 86 students participated in the 9th grade Reading Improvement and Composition classes. Both objectives, standardized tests and subjective observations indicate that this program achieved a measure of success.
On the sophomore level there are some serious attendance problems and the large group effectiveness is questionable. This may be due in part to the poor quality of movies ordered for the English section of the course.
On the junior level, there has been success. Attendance is relatively good and interest is high. Large group instruction as well as small discussion groups have proven effective. Correlation of History and English materials seems an advantage. Student teacher rapport seems excellent in the majority of cases. Academically students are achieving at a high level.
All 217 students were scheduled into the reading clinic for at least one period per week for assistance in their reading.
The Psychologist was located in the main high school administration building making it possible for self-referrals. He helped the reading teachers administer reading, spelling and wide range achievement tests and acted as a consultant when necessary.

RESULTS:

Of the 86 students enrolled in the 9th grade program, forty-seven students improved significantly during the year with sixteen more keeping similar scores. Twenty-three had scores that were below their September test score.
Change in student attitude, increased interest in school work and a more positive self-concept are regarded as indicative of the success of this project.
Subjective evaluation by teachers, counselors and psychologist all see a marked improvement in the students and self-concept feelings about school.

EVALUATION:

1. All counselors had an opportunity to work with the diverse student population and not have students segregated due to achievement.
2. The entire faculty is well aware of the problems of low achievers and has attempted to give them more time with teachers and counselors for conferences and discussions.
3. The need for additional courses for low achievers is still apparent.
4. Many students find it necessary to seek help from the psychologist.

Name of district or county office: Coalinga Unified School District
Address: 657 Sunset Street, Coalinga, California 93210
Secondary school enrollment as of March 31, 1969: 646
Secondary grades maintained: 9,10,11, 12 Number of Secondary Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: The purpose of the project was to promote good community-school relations with those families of incoming ninth grade students living in Huron and Coalinga as well as the surrounding rural areas who are unable to attend parent conferences at the high school counseling office. It was hoped that a visit to these homes would provide a smooth transition for these ninth grade students as they entered high school. In addition, pertinent information concerning the family and home environment was obtained to aid the counselor and teachers in working with the students.

ACTIVITIES: Home visitations served to explain the school program and to present the educational and vocational opportunities available in high school, as well as to answer parent questions relative to school activities. Many of these home calls involved Mexican-American families, so it was necessary for a Spanish-speaking student to accompany the freshmen counselor into some of the homes.

RESULTS: The program for the incoming freshmen and their parents has served to develop home-school ties which have strengthened the rapport with the school and its personnel, as well as eliminating many difficulties for these students in regard to their program schedules. There has also been a reduction in the number of student-initiated changes.

EVALUATION: It was felt that this project has been very successful for the ninth grade students as they made a smooth transition into high school and were made aware of their educational and vocational opportunities in order to plan effectively for the courses to be taken during the following four years. This evaluation is based on parent and student reactions and comments, teacher comments, and a comparison with previous years when these activities were not provided.

Name of district or county office: CORCORAN UNIFIED SCHOOL DISTRICT
Address: 1520 Patterson Avenue, Corcoran, California 93212
Secondary school enrollment as of March 31, 1969: 835
Secondary grades maintained: 9-12 Number of Secondary Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

Goals of the 1968-69 project were to: (1) follow up class of 1968; (2) evaluate information to improve curriculum and guidance services; (3) compile and evaluate 1967 follow-up questionnaire results, including occupational distributions.

ACTIVITIES:

1. Mailing questionnaires; 2. Follow-up home visits; 3. Tabulating responses; 4. Comparing results with 1965-66 study for evidences of response patterns; 5. Evaluation of data for curriculum and guidance recommendations.

RESULTS:

67% return giving following data: 77.7% attending school, others working full-time (13), part-time (3), in armed forces (9) or seeking employment (7). Majority felt high school helped most in thinking through problems, using good English, getting to work on time; but helped least in ways of seeking employment, conducting business affairs, preparing for future education. Subject matter valued most was English, Math, Language, and least was History, Science, Art, and Music.

EVALUATION:

The follow-up of 1968 graduating seniors was more successful than in previous years due to more personal contact in form of home visitations and although questionnaire was not always completed by student himself, the needed information was obtained from relatives. The study of the past four years indicates a vast majority of graduates value English and Math as most useful to them after graduation. Science has become increasingly less useful (going from most useful in 1964 to least useful in 1968). All industrial arts courses were rated as fairly useful. The above implications will be studied by the District Curriculum Council for possible course and structure changes. The study also indicates a need for career information, exploration, and practical examination of jobs and ways of seeking employment. Since the first results were examined in 1964, occupational materials have been secured by the Counseling Office. The 1968 results still indicate a need for revised methods of disseminating information and perhaps delving more strongly into the basics of job application and general business practices. Overall, the four year follow-up program at Corcoran has been successful and much use will be made of the compiled statistics.

Name of district or county office: Corning Union High School
Address: 643 Blackburn Ave. Corning, Calif. 96021
Secondary school enrollment as of March 31, 1969: 543
Secondary grades maintained: 9-12 **Number of Secondary Schools:** 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: We endeavored to provide students and parents with as much general information regarding interests, aptitudes, abilities and other personal data from the cumulative folder. This was done to help the student, as much as possible, make a realistic assessment of his vocational and educational goals; to help the student develop a program of courses that will be commensurate with his abilities; also, to tell the parents and incoming freshmen the purpose of the school and what it expects of each student; also, to provide an opportunity for incoming freshmen and their parents to ask questions concerning high school.

We have elicited from the students in an informal way and in a formal way, their reaction to the guidance and counseling program. The students have expressed a great deal of satisfaction with the program.

Our cumulative folders have been kept up to date and are readily accessible to all the staff. We have compiled a facts sheet with the names of all the students who have participated in activities of the school, and the names of all those students who have received awards and honors.

ACTIVITIES: The parents of the incoming 9th graders were contacted by mail and by phone, and counseling periods were arranged. In these counseling sessions, the students' tentative 4 year school program was developed commensurate with goals and abilities.

Our guidance secretary keeps our cumulative folders current and compiles the list of names of those who have participated in activities and received honors and rewards. Also, information from teachers which will be of value to other staff members in helping a student is placed upon the cumulative folder by our secretary.

RESULTS: The incoming students had an opportunity to discuss **their** future plans , hopes and wishes in relation to the courses that we can offer them in high school. Their tentative goals were discussed with a 4 year high school program to make the whole cohesive and meaningful for each individual student.

Teachers found the file more easily usable and the cumulative folders more easily read.

EVALUATION: The evaluation of this program is on the long term. The W.A.S.C. questionnaire will be used each five years. We will also evaluate the program by measuring the number of program changes, the number of goal changes and the general attitude of the parent and the student toward school.

Name of district or county office: COVINA-VALLEY UNIFIED SCHOOL DISTRICT
Address: 19009 EAST BADILLO STREET, COVINA, CALIFORNIA 91722
Secondary school enrollment as of March 31, 1969: 5288
Secondary grades maintained: 9-12 **Number of Secondary Schools:** 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: To identify, prescribe, and test out specific counseling strategies with students whose educational plans are assessed as not feasible in terms of probability data derived from district follow-up studies.

ACTIVITIES: (1) Current professional literature was reviewed by a counselor team during the summer to document counseling strategies; several counseling strategies were tested with students; and pre-service orientation to counseling strategies was provided for the total counseling staff prior to the beginning of school. (2) Special group and individual counseling was provided during the first semester of 1968-69 for 416 students in grades 10-12 whose post-graduate plans were assessed as "high risk" in terms of probability data derived from district follow-up studies. (3) Immediate outcomes of counseling were evaluated by comparing the end-of-semester grade point averages of "high risk" students with previous grade point averages. (Intermediate outcomes will be evaluated by comparing feasibility of post-graduate plans projected for 1969-70 with the feasibility of plans projected for 1968-69.)

RESULTS: Gains in grade point average were positive:

	N	Cum GPA 9/68	Sem GPA 2/69	Gain GPA	Percent Gain .5+
Grade 10	257	1.5	1.9	+.4	40%
Grade 11	159	1.7	2.0	+.3	37%
Grade 12	131	1.8	2.1	+.3	44%

EVALUATION: Most of the 416 students identified as the target group for this project were "D" students. Their G.P.A.'s were below 2.0.Although approximately 40% of this group raised their semester G.P.A. .5 or more, counselors reported that extensive and intensive additional counseling was needed by the majority of these students. Many students had been discouraged by years of academic difficulties and saw only limited possibilities of change and improvement for themselves. Counseling strategies, no matter how well defined, are not going to promote instant success for students with a prolonged history of failure.

Name of district or county office: Cutler-Orosi Unified **School District**
Address: Box 127, Orosi, California 93647
Secondary school enrollment as of March 31, 1969: 627
Secondary grades maintained: 9-12 **Number of Secondary Schools:** 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: The 1968-69 secondary project was to improve the communication between the school and the community. We hoped to aid the parents and others in the community to better understand school programs and problems and to assist school personnel understand the community's feeling about the school.

ACTIVITIES: To help implement this project a liaison aide was employed by the district who is responsible to the counseling staff. A native Spanish speaker was employed who is well known and accepted in the community as approximately 60% of our student population is Mexican-American. This person:

1. Conducted home visits upon referral for the purpose of determining the necessity of absence due to work, explaining transfer of students to Continuation school, checking on irregular attendance, checking on home relations of students, and gathering other helpful information.
2. Served as a liason for students and their parents with various agencies such as the welfare department, mental health clinic, probation department, Red Cross, Justice court, selective service and Sheriff's department.

RESULTS:

1. Home contacts by a school person increased greatly.
2. Many additional contacts were made due to this person being a fluent Spanish speaker and an accepted member of the community.
3. Community people were assisted in contacting various public and private agencies.
4. Referred persons outside the school to the proper school person who might help with their particular problem.
5. Interpreted for school personnel with both students and parents.

EVALUATION:

This program was one of the most valuable facets of our total counseling and guidance program. It increased the counselor contacts with the community and helped to fortify the confidence of the community and parents with the school. Having a person with fluency in the second language of the community assisted in directing many school related problems to the proper person.

Name of district or county office: Davis Joint Unified School District
Address: 23 Russell Boulevard, Davis, California 95616
Secondary school enrollment as of March 31, 1969: 2040
Secondary grades maintained: 7-12 **Number of Secondary Schools:** 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

1. To improve counseling ratios by the addition of two counseling hours, one for each junior high school.
2. To provide 10 additional days of service to the 195 days for the Head Counselors in each of the two junior high schools.
3. To continue to implement the basic guidance services developed by the original NDEA study of 1959 and the second District Self Study directed by Dr. Stewart, University of California, Berkeley, 1965.

ACTIVITIES:

1. Each of the two junior high schools was assigned an additional hour of counseling. The ratio for the secondary schools was one counselor for every 312 students.
2. The position of head counselor with extended time has been established in each of the three secondary schools as a result of the experience of this project. The junior high school head counselors were paid for additional summer work in student personnel services for the first time.

RESULTS:

1. A favorable counseling ratio has been maintained and even improved upon by the district.

2. The position and responsibilities of the head counselor in each of the secondary schools has been established. This is in addition to the administrative position of Coordinator of Counseling which had previously been established by an NDEA project on a district-wide basis.
3. Weekly counselors-administration conferences have been established at each of the secondary schools.

EVALUATION:

1. Evaluation of the program and project is carried out by the district-wide Administrative Council and by the district-wide Superintendent's Advisory Council on Guidance. The Advisory Council on Guidance includes: Administrator, teacher, counselor, and junior and senior high school student representatives who meet on a monthly basis.

2. There is good acceptance on the part of the students, faculty, and parents of the importance of the role of the counselors in the educational program of the school.

Name of district or county office: REDLANDS UNIFIED SCHOOL DISTRICT
Address: 33 West Lugonia Avenue, Redlands, California 92373
Secondary school enrollment as of March 31, 1969: 5,633
Secondary grades maintained: 7-12 Number of Secondary Schools: 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

This project has emphasised 1) providing specialized counseling with 62 ninth grade students identified by counselors and teachers as underachievers or potential dropouts, 2) expanding effort in the area of career and vocational guidance at the junior high schools, 3) the continuous evaluation of the proper role of the junior high counselor, 4) inservice training for counselors in areas of expressed weakness, and 5) create in the high school a concern for increased effort in the area of vocational and career guidance and other specialized services.

ACTIVITIES:

The identified students have been provided with group counseling opportunities contrasted to the individualized approach used last year.

The monograph entitled "Expanding the World of Work" has continued as the curricular guide for grades seven and eight. Scheduled use of generalized vocational film strips, expanding vocational information files, and VIEW (Vital Information for Education and Work) materials have involved teachers, librarians, and counselors throughout the year.

The community has become an integral part of the vocational and career guidance program with its expanded involvement with ninth grade students prior to high school registration in an activity known as "Career Day."

Junior high field counselors schedule group counseling sessions to provide students with the results of interest and aptitude tests and through the use of AccuScan and other interpretative devices they provide opportunity in decision making relative to the students' vocational and career choice.

Through inservice training, group counseling techniques have been expanded and improved to provide students with an opportunity to begin to solve their own problems.

The junior high counselors have met with their building administrators weekly with prime emphasis being on the counseling and guidance task. The junior high counselors have met as a group monthly to resolve problems. There have been four district counselor meetings to facilitate articulation between the junior high schools and the senior high school.

RESULTS:

With strong administrative support, the junior high school counselors have 1) generally accepted the commitment to vocational and career guidance, 2) mostly accepted the concept of differentiated task assignment, 3) partially become involved in group counseling and multiple group counseling techniques, 4) accepted counseling in a preventative maintenance context as opposed to repair after trauma, and 5) tended to disassociate from punitive activities as a solution to discipline problems. The problems generally associated with any change have been minimized by rapid identification, appropriate remedial action, and a strong commitment to success.

EVALUATION:

Reorganization of the counseling services in the district has progressed primarily in the junior high school setting. Inroads have occurred at the high school evidenced by a commitment to change. Administrators have increased their budgetary allotments to provide some of the necessary materials and equipment. The student questionnaires clearly indicate progress in the areas of increased guidance effort and also indicate no progress where remedial steps have not yet been taken.

Name of district or county office: Richmond Unified School District
Address: 1108 Bissell Avenue, Richmond, California 94802
Secondary school enrollment as of March 31, 1969: 17,692
Secondary grades maintained: 7-12 Number of Secondary Schools: 14

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

1. Conduct studies designed to improve the guidance organization, procedures and methods in terms of effectiveness in reaching the needs of all pupils.
2. Provide effective orientation to a new educational environment for pupils who may move from one geographic, social or ethnic school setting to another.
3. Assist in the adjustment of parents whose children are involved in the processes of desegregation and integration.
4. Help students understand the vocational resources of this area and improve skills for using them.
5. Study the possibility of a data processed student scheduling system.
6. Provide district level management, supervision and leadership of the counseling program.

ACTIVITIES: Through a broad program of individual and group counseling which involved parents and pupils, our schools oriented new parents and students to school programs. Parents and students of minority races were given special assistance, especially if a change of boundaries indicated new schools would be attended the following year. Most eighth grade pupils were tested with a battery of aptitude tests and the opportunity was given for the parent and child to discuss the results in an individual conference with the counselor. A broadly based and comprehensive counseling and guidance survey was conducted, the results of which are still in the process of being tabulated. The study and eventual implementation of a data processed student scheduling system was initiated. Supervision, coordination and leadership were provided by a district supervisor of counseling.

RESULTS:

1. Group and individual conferences with parents and students from minority low wealth areas were held.
2. As a result of the eighth grade testing program some parental understanding of the involvement in their child's educational plans was realized.
3. A two school pilot project of scheduling and programming students through the use of data processing has been implemented.
4. Several group counseling, data processing and labor-industry inservice courses were instituted and completed.
5. Through the efforts of the counseling department some 445 students were given the opportunity to participate in a Work Experience Education Program.
6. The supervision of counseling services was kept at a high level.

EVALUATION: This project has helped launch this district on to new paths of counseling. New ways of scheduling students will result. The survey of our counseling services will lead us on a long term study which will eventually mean better services to the pupils of this district. Counselor effectiveness has resulted through our inservice courses.

Name of district or county office: Ripon Unified School District
Address: 301 N. Acacia Street, Ripon, California 95366
Secondary school enrollment as of March 31, 1969: 348
Secondary grades maintained: 9-12 Number of Secondary Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: To enlarge the library of material on vocations and to make it more readily available to all students; to strengthen our vocational guidance by use of sophomore orientation classes and microfilmed job descriptions.

ACTIVITIES: A section of the library has been set aside for vocational information and duplicate sets of materials are being maintained and updated in the counseling office and room where vocational goals is being taught.

Our testing program has been expanded to include TAP and Lorge-Thorndike testing for all students in grades 9-12.

We have purchased a microfilm reader and are introducing it in the vocational guidance course.

RESULTS: The guidance program has become more stabilized - information is flowing from counselors to teachers and from teachers to counselors. Students are making more requests to see the counselors for all types of counseling.

EVALUATION: Due to lack of funds, our expansion of the vocational guidance program was not as good as we would like it to be. Communications between counselors and staff has improved; testing information to the staff is more readily available; the total counseling and guidance program is taking a more positive role in the school structure.

Name of district or county office: River Delta Unified School District
Address: 445 Montezuma Street, Rio Vista, California 94571
Secondary school enrollment as of March 31, 1969: 875
Secondary grades maintained: 9-12 Number of Secondary Schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

To initiate a Summer Counseling Program at Delta High School for members of the incoming Senior Class and their parents during the month of August.

To continue at Rio Vista High School the Summer Pre-Enrollment Student-Parent Interviews for incoming Freshman students.

To assist student to make realistic self-appraisals and recognize their special abilities, interests and needs, and to use all available resources to develop their potential to the fullest extent both in educational and vocational planning.

To help parents, teachers, administrators, community leaders and others in their need to be aware of the pattern of needs and adjustment goals of all students.

ACTIVITIES:

Administer the Differential Aptitude Test to each incoming 9th grade student, to review the testing program of the 8th grade (CAT, CTMM, CAAT and CET) and counsel with the students and their parents during the summer month of August, to review with the incoming 12th graders and their parents the academic and guidance testing results of their 3 previous years and thoughtfully plan for the students' educational and vocational future, secure additional guidance materials.

RESULTS:

Parent-student counseling was provided during the summer months for students entering the 9th grade.

Parent-student counseling was provided during the summer months for students entering the 12th grade.

Additional occupational materials were purchased.

Counselors became easily available for student and/or teacher consultation.

Faculty in-service sessions were held and a number of teachers voluntarily undertook vocational counseling and information groups in the fields of their specialty.

EVALUATION:

In the opinion of parents, pupils and the counselors the activities were quite successful.

Name of district or county office: Sacramento City Unified School District
Address: 1619 N Street, Sacramento, California 95810
Secondary school enrollment as of March 31, 1969: 21,661
Secondary grades maintained: 7-12 **Number of Secondary Schools:** 18

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: To conduct Phase II of a three-year plan to evaluate guidance services, develop long-range goals and state them in behavioral terms; conduct research into the feasibility of computer assisted information systems and plan and implement a curriculum for guidance utilizing local and national research results. Long-range goals to be fulfilled for students were to develop a longitudinal program of experiences for students which would assist them in (1) understanding themselves and the determinants of behavior; (2) becoming aware of the changing world and the requirements for reaching economic independence; (3) developing tentative goals and plans for the future.

ACTIVITIES: A position was staffed in the Special Services Section to conduct research into the developmental guidance needs of youth and provide materials and ideas to the staff leading to meeting those needs through a planned program of experiences and explorations.

RESULTS: Extensive materials and research projects in the areas of attitudes, decision making, vocational education, motivation, parental and peer influence, achievement, behavioral determinants, etc., were examined to provide guidelines for curriculum development. A pilot vocational guidance program was implemented at Grade 10. "Vocational awareness" activities were implemented at an elementary school under the direction of a newly appointed elementary counselor. This pilot of the project provides for evaluation of a long-range "incidental information" approach to career decision making in comparison with a concentrated junior high counseling program. Examples of ways to adapt academic curriculum offerings to an exploration of the world of work have been made available to classroom teachers. Lesson plans for guidance activities at all grade levels will be available to teachers and counselors based on research conducted elsewhere. Planning has taken place to implement a multi-media approach to communicating occupational information to noncollege youth grades K-12. New types of guidance materials, and new instructional approaches centering upon educational-vocational aspirations of students, particularly the noncollege bound and culturally disadvantaged have been assembled for trial as soon as the school district can commit time and staff. Recommendations for better utilization of the district's computer for Pupil Personnel Services have been made and pilot systems found which can be adapted to local needs. Slides, films and methods for producing local vocational guidance information have been found and materials made available at little cost to the district. Extensive bibliographies, career files, and guidance library have been assembled.

EVALUATION: Direction has continued toward the development of a longitudinal guidance program based on research. The relationship between the goals of guidance and the goals of education have been more clearly defined. Development of materials at the local level has been slow to materialize due to the district's curtailment of curriculum development services in academic areas; however, materials have been found from other researchers that make implementation of a guidance "curriculum" possible. Counselors, teachers and administrators have become more aware of the possibilities for reaching guidance goals through classroom activities and the use of the computer. Implementation of this information will be encouraged through an extensive in-service program to be conducted in 1969-70 utilizing funds from the Education and Professions Development Act.

Name of district or county office: Sacramento County Superintendent of Schools
Address: 6011 Folsom Boulevard, Sacramento, California 95819
Secondary school enrollment as of March 31, 1969: N/A
Secondary grades maintained: N/A **Number of Secondary Schools:** N/A

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

This project was to provide coordination time at the County Office level to serve the various school districts in the County in a way which would assist children matriculating from an elementary to a secondary district, to more quickly succeed in curricular and extra-curricular programs of the receiving district; to develop criteria for optimum guidance programs; to define and establish priorities of the common guidance program needs of the various school districts; to develop a plan to provide for the guidance program needs of the school districts in the County.

ACTIVITIES:

Activities involved the following regular and/or special meetings; District Guidance Administrators, elementary personnel with secondary personnel, County Guidance Coordinator with elementary and secondary personnel, formation of an elementary group representing guidance interest in districts, development of an "articulation" form for students moving from elementary to secondary level both within and outside the district.

RESULTS:

The beginning of a cooperative guidance effort between elementary and secondary districts and among all schools within the County.

EVALUATION:

Inasmuch as interest in the improvement of guidance programs is now being fostered and channeled in meetings of interested school districts within the County, and, in fact, some specific activities have been developed and implemented for the improvement of guidance, evaluation may be considered "positive".

Name of district or county office: St. Helena Unified School District
Address: 1325 Adams Street, St. Helena, California 94574
Secondary school enrollment as of March 31, 1969: 459
Secondary grades maintained: 9 - 12 **Number of Secondary Schools:** 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

1) To supervise the testing program and interpret the results to students, parents, and staff members. 2) To help superior or gifted students plan programs to fit their individual needs. 3) To identify students with exceptional mechanical, clerical or secretarial aptitude. 4) To provide clerical time to keep accurate records pertaining to all students. 5) To provide clerical time and assistance to relieve the counselors of clerical duties. 6) To provide counselor's time for an orientation program for entering freshmen students. 7) To identify potential drop-outs and provide programs to best fit their individual needs. 8) To identify academic and vocational needs of members of minority groups.

ACTIVITIES:

1) A carefully selected battery of aptitude, interest and achievement tests **was** administered to appropriate grade levels to supply data for the evaluation of the total school curriculum and students' interests. 2) The programs of the students on the academic inventory list were carefully planned to fit individual student's needs. 3) The Napa County consultant in vocational education presented a career guidance sound-filmstrip program to all students. 4) The head counselor allocated several weeks of the summer months to counsel: a) students with special problems, b) students new to the district, and c) students who attended summer sessions. 5) A special orientation program for entering freshmen and students new to the district was organized by the head counselor and the director of student activities. 6) Educationally handicapped students were identified and special programs developed for them. 7) Extra counselor's hours were devoted to individual and group conferences with students with Spanish surnames.

RESULTS:

1) Test results have been used to evaluate the effectiveness of the English and Mathematics programs. 2) Sixty percent of the current seniors have very carefully selected colleges to fit their individual needs. 3) A need for more counselor's hours devoted to students with Spanish surnames was demonstrated. 4) The Napa County Guidance Consultant held individual career-planning conferences with approximately fifty percent of the student body.

EVALUATION:

1) Test results and mark analysis data indicated that the students are achieving at a higher level than would be expected of them as measured by IQ scores. 2) Parents from urban areas are moving to St. Helena to expose their children to what they consider to be a superior education program. 3) During the school year 1969-70, increased counselor's time will be available to work with students with Spanish surnames. 4) The school drop-out rate is remaining constant at approximately 8% compared to a state-wide average of 25% and a nation-wide average of 30%.

Name of district or county office: SALINAS UNION HIGH SCHOOL DISTRICT
Address: 431 W. Alisal Street, Salinas, California 93901
Secondary school enrollment as of March 31, 1969: 8,042
Secondary grades maintained: 7-12 Number of Secondary Schools: 5

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

1. To aid the new student in the district in preparing for the first day of school.
2. To adjust students' programs to meet their particular needs.
3. To aid the counselor to better understand and know the needs of each student.
4. To adjust student programs to changes in the master schedule.

ACTIVITIES:

Counselors reported to the school ten days prior to the opening of school in September. Letters were mailed home informing all the families that the counselors were available. Newspapers gave full coverage to the ten-day period. A psychologist, physician, school nurse, and administrator worked with the counselors in processing and aiding particular student problems. Carried out all activities indicated in the purpose of project.

RESULTS:

1. Students new to the district were programmed during the two weeks.
2. Students' programs were adjusted because of master schedule changes.
3. Students' records were processed with the aid of the psychologist and staff for placement in special classes.
4. Parent conferences were held.
5. Programs were individually adjusted to meet personality and health needs of students.

EVALUATION:

The project was very effective. The first day of school was opened with fewer problems than any of us had ever experienced. Classes were not overloaded, schedule changes were all made and summer school attendance was accounted for. Furthermore, there was not this big push to examine the records of each student to see if they were in the right classes and all required subjects were accounted for. Parents were also counseled and our program for the year was gone over. The whole program was so effective that we feel that it should be top priority for every year.

Note: The above report is a composite of separate reports from participating schools.

Name of district or county office: San Benito Joint Union High School
Address: 1220 Monterey Street, Hollister, California 95023
Secondary school enrollment as of March 31, 1969: 1251
Secondary grades maintained: 9, 10, 11, 12 Number of Secondary Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: To initiate career studies into the career guidance program;
To allow each student a maximum exposure to occupational areas which are consistent with their known personal assets;
To integrate other career information into the career guidance course which is relevant to the broadcast definition of career selections;
To include state required courses into the overall career guidance program at the Freshman level.

Activities:
Use of Video-tape machine for career briefs
Use of SRA Career Occupational Briefs
Extensive testing, especially in the senior level
Community speakers representing broad occupational backgrounds
One semester devoted to state requirements on the Freshman level

Results:
Better understanding of students' abilities and aptitudes thus allowing better counseling of students in their careers
Increased investigation of careers by students
Realization that more time will have to be spent in preparation in order to have an effective program
An effective program especially in the disseminating of educational, vocational and career planning

Evaluation:
The use of video-taping has unlimited potential. However, there will have to be a full-time person responsible for the taping.
On the Freshman level, there should be a complete divorce of state requirements and the career section
Also on the Freshman level, there should be more emphasis placed on the use and explanation of tests
Unfamiliarity with the program due to counselor turn-over caused a lack of counselor-teacher planning in developing course of study effectively

Name of district or county office: Department of Education, San Diego County
Address: 6401 Linda Vista Road, San Diego CA 92111
Secondary school enrollment as of March 31, 1969: n/a
Secondary grades maintained: n/a **Number of Secondary Schools:** n/a

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

1. Produce and disseminate information in a standardized format on professional level occupations for counselors' use with students.
2. Provide consultant and advisory services to the Vocational Guidance subcommittee of the San Diego Area/ Instructional Television Authority.
3. Assist secondary school counselors in the utilization of data obtained from the Educational and Vocational Planning Questionnaire that was administered to all tenth grade students in San Diego County in October 1967.
4. Conduct workshops and inservice training for guidance clerks and aides.
5. Conduct pilot and exploratory studies using career simulation materials with adjudicated delinquents enrolled in special schools in San Diego County.

ACTIVITIES:

1. A technical writer was employed to produce occupational briefs on 39 professional occupations. These briefs were reviewed by representatives of professional organizations and employment agencies before distribution to schools.
2. One staff member served as chairman of the Vocational Guidance Instructional Television subcommittee, and another staff member chaired the subcommittee drafting the program content for the proposed program series.
3. Lists of students with high priority for counselor assistance as evidenced by their responses to the Questionnaire were distributed to schools.
4. District level workshops were conducted in three districts for guidance clerks and aides.
5. A staff member worked with teaching personnel in two county institutions where the County Superintendent of Schools maintains classes in field trials of simulation materials with students enrolled in these classes.

RESULTS:

1. Students and counselors evaluated the professional VIEWscripts as highly satisfactory and identified 50 additional occupations to be covered.
2. During the summer of 1969, an 8-program ITV series will be produced. Work will be initiated on instructional modules to accompany this program series.
3. Secondary school counselors reported that over 90% of the students indicated a high priority in counseling had been seen at least once by them.
4. Guidance clerks and aides identified topics for future inservice training sessions and recommended that similar programs be offered in other districts.
5. On the basis of the field trials, it was determined that student profiles for the simulation materials need to be adapted for effective use with delinquent and pre-delinquent children so that it is easier for the youngsters to identify with the hypothetical student being considered.

EVALUATION:

1. Counselors and students rated VIEWscripts as the most effective method for presenting information on professional level occupations.
2. On the basis of the program outline submitted, the Steering Committee of the Joint Curriculum Coordinating Council recommended TODAY IS TOMORROW as one of the six local productions to be initiated next year.
3. Based on the enthusiastic acceptance of the Educational and Vocational Planning Questionnaire, plans are underway to establish this service on a yearly basis for all secondary students in San Diego County.
4. Local professional guidance organizations plan to conduct workshops for guidance clerks and aides in three regions of San Diego County next year.
5. Based on results of pilot work this year, plans have been developed to adapt career simulation materials next year for use with adjudicated delinquents.

Name of district or county office: San Dieguito Union High School District
Address: 2151 Newcastle Ave. Cardiff 92007
Secondary school enrollment as of March 31, 1969: 2,958
(6)
Secondary grades maintained: 7,8,9,10,11,12 **Number of Secondary Schools:** 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

The purpose of the project and its extension was the upgrading of the guidance services by (1) Continued development of the concept of district counselors on special assignment working in the area of the educational and career planning assignments and community resources; (2) Improvement of communication with administrators, teachers, students and parents by working with them in groups and individually; (3) Improvement of orientation services to incoming students; (4) Provision of increased psychological and psychometric services for students; (5) Evaluation of services being offered; (6) Lowering counselor - student ratio; (7) Development of materials to use in group guidance.

ACTIVITIES:

The following activities were either initiated or developed more fully: (1) Four Video-sonic programs were developed and used extensively in orientation; (2) Additional personnel were added. These included two counselors, one at senior high school level and one at junior high school level, a part-time psychologist and a part-time psychometrist; (3) Small group counseling was done extensively with parents and students at both junior high and high school level. (4) Group guidance was done at high school through advisory periods with all teachers participating. Group guidance was also done in social studies classes at all levels; (5) Counselors observed for one day the group counseling project in the Los Angeles City Schools directed by Dr. David Rapaport; (6) The work-experience program was expanded; (7) The pilot study in career planning was continued; (8) The research project evaluating student progress in vocational information achievement and development in decision making was completed; (9) Materials were developed for a systems approach to career and educational guidance to be used in group situations were developed. A pilot program was run in selected ninth grade social studies classes; (10) The Filmac 400 reader-printer and Dukane reader were again rented for use in disseminating vocational information.

RESULTS:

Counselors have profited from visitation to the group counseling project in Los Angeles and the practicing of group counseling with students and parents. Communications have improved with students, parents, and teachers. Services for students have been increased by the addition of personnel and the development of group guidance procedures and materials. The district-wide guidance program has been strengthened.

EVALUATION:

The counseling services continue to be improved by addition of personnel, and development of procedures and materials for small group counseling and group guidance. District wide planning is being practiced. More research needs to be done.

Name of district or county office: San Juan Unified School District
Address: 3738 Walnut Avenue, Carmichael, California 95608
Secondary school enrollment as of March 31, 1969: 15,894
Secondary grades maintained: 9 thru 12 **Number of Secondary Schools:** 11

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: To improve the counseling skills of the district counselors, especially with regard to behavior modification and school milieu counseling. 2) To provide two counselors for the students at the district continuation high school. The emphasis of this counseling was vocational exploration through group and individual counseling, exploring vocational materials, outside speakers, and field trips and on-the-job observations. 3) Summer counseling to identify pupils who plan to drop out and encourage them to continue their high school education.

ACTIVITIES: 1) Provide additional services of a counseling psychologist as consultant to the district counselors for inservice training and supervision, especially in connection with the district Counseling Demonstration Center. 2) Individual and group counseling in the district continuation high school to help students establish immediate and long-range educational and vocational goals and specific plans to achieve these goals. 3) High school students were identified as potential dropouts; they were contacted to encourage them and their parents to come in for counseling.

RESULTS: 1) During the year, 20 counselors and 9 psychologists have worked with approximately 100 students in both group and individual counseling. Parent conferences were held frequently. 2) 400 students were counseled during the school year; 70 students were graduated; 81 students were placed in the outside work experience project and were able to earn credit in addition to coming to school. The counselor-student ratio was 1 counselor to 200 students. 3) 145 students and 79 parents were seen by counselors and 52 home calls were made. Of 145 potential dropouts counseled during the summer, 100 returned to school in the fall.

EVALUATION: 1) Descriptive data indicated that the number of volunteer counselors and psychologists, number of referrals, and number of clients who chose to return for continued counseling increased. Statements from parents, school personnel, and from clients emphasized general satisfaction with the counseling at the Counseling Center. Many clients are reported to be demonstrating significantly more adaptive behavior both at home and at school. 2) The counseling service was rated as Good or Better by 89% of the students. All students felt that the counselors were available to them within a reasonable time. 92% of the students felt free to discuss their problems with their counselor. A significant improvement in the holding power of the continuation high school was noted. It is presumed that much of this improvement was related to the additional counseling services. 3) Of 86 students who returned questionnaires, 96% felt that the counseling was of value. 85% indicated that counseling helped them to make better adjustment to school in the fall.

Name of district or county office: San Lorenzo Valley Unified School District
Address: P. O. Box 398, Ben Lomond, California, 95005
Secondary school enrollment as of March 31, 1969: 705
Secondary grades maintained: 4 Number of Secondary Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: To provide students and parents with information regarding interests, aptitudes and abilities. To help students make a realistic occupational and educational goal; to help students develop an educational program commensurate with their abilities, and to include parents in educational and occupational planning.

ACTIVITIES:

Counseling interviews were arranged with incoming 9th graders and their parents. In these counseling sessions, the student's tentative 4-year educational plan was developed.

Counseling interviews were arranged with incoming 12th grade students and their parents. In these counseling sessions, the student's senior year program was planned, along with developing university, college, and/or occupational plans or programs.

RESULTS:

Incoming students had an opportunity to discuss their future plans, hopes, and wishes in relation to the courses that we could offer them in high school. Their tentative goals were discussed. A 4-year high school program commensurate with their abilities was developed. At the 12th grade level, of those students who, with their parents, discussed their high school classes, only 4 students had program changes during the year. Of those who participated, most indicated they intended to continue as planned upon graduation.

EVALUATION:

A county-wide long term (5 years) follow-up program is in progress. Follow-up of this information will be utilized to improve our program. The number of program changes for the students involved in this counseling program was considerably less than for those students who did not participate in the program.

Name of district or county office: San Luis Coastal Unified School District
Address: 1499 San Luis Drive, San Luis Obispo, California 93401
Secondary school enrollment as of March 31, 1969: 3,299
Secondary grades maintained: 7 through 12 **Number of Secondary Schools:** 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

The purposes of this project were as follows:

1. To improve counseling available to students, by updating the techniques, information, and materials available through the counselors.

2. To provide to teachers, counselors, and administrators information about student population, career information, and new techniques necessary to enable them to plan appropriate curricular and instructional improvements.

3. To encourage a real evaluation of the present counseling programs by making the counselors aware of the latest in techniques and of what other districts are doing throughout the state.

ACTIVITIES:

The portion of the project which was funded resulted in additional counseling time during the summer to work with students who were transfer students and students who had particular problems. This also enabled some work with parents and some home calls which has been most helpful. It also provided for consultant service to do evaluation, primarily with some in-service training of counselors.

RESULTS:

The outcome of this project would indicate that there is a real need for additional counseling time in the summer to work with students with serious problems. It would also indicate that there is a real interest on the part of the counselors in some in-depth in-service training.

EVALUATION:

Evaluation of this project indicates that added time, particularly in the summer, to work with problem students and parents would pay real dividends. The further evaluation of the project would indicate that in-service training should be by a series of meetings spaced over periods of one week to one month intervals, rather than blocks of time involving several days. The evaluation of this project was arrived at by the counselors expressing their opinions and results as to the effectiveness of the project and making requests for changes to be made during the coming year.

Name of district or county office: SAN LUIS OBISPO COUNTY SCHOOLS
Address: 2156 Sierra Way, San Luis Obispo, California 93401
Secondary school enrollment as of March 31, 1969:
Secondary grades maintained: Number of Secondary Schools:

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

1) Assist district administrators, guidance workers and teachers to provide the best possible guidance services; 2) Create a greater understanding for the guidance point of view among administrators, teachers and the community; 3) Utilize all available community resources to complement the guidance effort; 4) Assist district administrators to determine guidance needs; 5) Assist districts to secure financial aid for guidance programs; 6) Assist districts to implement and evaluate guidance programs; 7) Serve as a resource person to administrators, counselors, teachers and parents in the area of guidance; 8) Assist in developing, administering and evaluating special projects in the area of guidance; 9) Plan and conduct inservice training for guidance workers; 10) Serve as a liaison between the State Department of Education and school districts within the county.

ACTIVITIES:

1) County Office of Education guidance workers kept in constant contact with district administrators and school counselors to assist in providing the best possible guidance services; 2) Participation in professional educator groups helped to spread the guidance point of view; 3) County coordinators continually met district administrators to emphasize guidance needs; 4) Several new counseling programs and NDEA Title V-A projects were a direct result of county coordination; 5) Inservice training events in this county were numerous due to close cooperation between the especially strong guidance association and county coordinators.

RESULTS:

A county published "Youth Services Directory" has assisted counselors to utilize more community resources. Guidance needs have been more realistically established due to the utilization of systems analysis in planning. Districts have been extremely successful in obtaining added financial assistance through NDEA - VA, ESEA - I, and local funds. Guidance programs throughout the county are being more carefully evaluated partly due to tightening of funds and a general trend for more realistic evaluation. Special projects in guidance are becoming more the common thing. Many inservice training events have been held, the largest of which was the Public Relations Workshop for counselors from the six counties comprising Area V of CPGA. The positive relationship between the San Luis Obispo County Office of Education and districts within the county makes serving as a liaison between the State Department of Education both effective and enjoyable.

EVALUATION:

The success of San Luis Obispo County guidance coordination program can best be measured by its effect on district guidance programs. Districts in the county increased their participation in NDEA Title V-A by 300% this year. Three districts implemented new guidance programs this year. Two districts are beginning to use systems analysis to plan and evaluate their guidance oriented programs due to leadership provided by county guidance personnel. The organization and success of many large scale inservice training events have been directly due to county leadership.

Name of district or county office: SAN MATEO UNION HIGH SCHOOL DISTRICT
Address: 650 North Delaware Street, San Mateo, California 94401
Secondary school enrollment as of March 31, 1969: 12,049
Secondary grades maintained: 9 - 12 **Number of Secondary Schools:** 8

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: To design and field test a comprehensive, systematic and sequentially arranged program of group guidance units and activities based upon the developmental needs of students in the high school. The program includes entrance into and exit from high school. The purpose of the guidance program is to maximize each student's unique combination of abilities, achievements, motivations, values, and aspiration levels in making educational and vocational plans and decisions while in high school.

ACTIVITIES: During the summer, a two-week workshop reviewed the activities of the 1967-68 program and planned continuing pilot activities for the 1968-69 school year. Activities carried out in the four high schools included: (1) operation of school guidance committees, (2) educational planning meetings with freshmen and their parents, (3) group counseling with students who have special learning or behavioral problems, (4) increased use of interest inventories, (5) group guidance units at all grade levels emphasizing decision-making and career planning, (6) increased use of special audio visual materials, (7) updating vocational information, (8) implementation of the counselor aide job description, (9) group guidance for both long and short range educational planning, (10) group meetings with teachers and other school staff, (11) senior job symposium, and other activities.

RESULTS: This was the second year of a three-year project. The importance and effectiveness of group guidance activities have come sharply into focus, and it has become apparent that the district's perception of guidance as an all-school function must be implemented to meet the guidance needs of young people. Some of the major outcomes included: (1) the development of specific group guidance units and activities which focus upon student guidance needs at all levels, (2) increased involvement of faculties in guidance, (3) more effective student decision-making and educational and vocational planning, (4) the development of a sophisticated job description for the counselor aide, (5) increased community involvement in career exploration, (6) increased group guidance with disadvantaged and minority students, (7) increased parental involvement in group activities, and (8) a more realistic appraisal of the role of the school counselor in group guidance.

EVALUATION: Evaluative questionnaires have been used to sample student appraisal of their group guidance activities. Increased individual counselor contacts have been noted as a result of increased group guidance activities. Counselor and faculty appraisal of group activities show that: (1) students are more knowledgeable about the options available to them and (2) better qualified to make decisions among them. The 1969-70 project will finalize evaluative procedures to assess the effectiveness of the group guidance activities to be field tested during that year.

Name of district or county office: SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT
Address: P. O. Box 1177, Winterhaven, California 92283
Secondary school enrollment as of March 31, 1969: 134
Secondary grades maintained: 9-12 Number of Secondary Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

Our proposed purpose was twofold: (1) to intensify early and continued educational/vocational planning which would include community support and participation and (2) to make each student aware of his capabilities and worth to himself and society.

ACTIVITIES:

Vocational study was done extensively in grades 10 and 12. Grade 10 was keyed to exploratory activities and grade 12, while still exploring, concentrated in the area of actual job observation and in some cases job participation. This part of the program was most profitable because our students lack the sophistication of job knowledge that many urban areas afford. It seemed to help in the home situations where parents were also unaware of modern technological occupations that exist today.

To implement the second purpose a testing program was instituted which made exploratory work meaningful in light of what each student found out about himself. Test scores and interest inventories were explained by teachers and the counselor. Also students saw the counselor about any area they felt necessary. Parents were also encouraged to come in to discussions about future educational/vocational plans and choices.

RESULTS:

Our large Indian enrollment was most helped in these areas because parents were also involved and consulted. This year the members of the senior class of 30 students made more definite plans about specific programs. In a survey which we took, the results showed that they were able to be more specific because they felt they knew (1) more about themselves and their capabilities and (2) the levels of occupational information were more fully understood. The parent community also was more accepting of student choices and students felt that they had fewer difficulties in obtaining parental consent, where it was needed, than if the parents hadn't been involved.

Name of district or county office: SAN RAFAEL HIGH SCHOOL DISTRICT
Address: P. O. Box 390, San Rafael, California, Marin County 94902
Secondary school enrollment as of March 31, 1969: 3,943
Secondary grades maintained: 9-12 **Number of Secondary Schools:** 2

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

1. To continue gathering and analyzing data about the post high school activities of the 1967 and 1968 high school graduates.
2. To utilize information and data in:
   a. Developing predictive criteria to improve the prognosis of success for individual students.
   b. Assisting students in their high school and post high school educational and vocational planning.
   c. Providing information to evaluate and improve counseling services, curricula offerings, and/or instructional approaches.

ACTIVITIES:

1. Analysis of previously collected data and information.
2. Follow-up surveys of both 1967 and 1968 graduates using new survey questionnaires.
3. Tabulation, analyses and evaluation of results.
4. Preparation of written summaries and comparisons for the Board of Education, administrators, department chairmen, counseling staff and teachers.
5. Face-to-face interviews with a 10% cross-section sampling of the graduating classes.

RESULTS:

Eight hundred and thirty-one (831) post-high school students were surveyed from the 1967 class and eight hundred sixteen (816) from the 1968 class. Of the number surveyed, there was a 72% return from the 1967 class and a 68% return from the 1968 class. The data and information obtained from the most recent questionnaires and interviews have served as a basis for (a) continuing staff discussion and exploration of curricula offerings related to post high school needs; (b) comparing data from previous years with current information; (c) curriculum study committee exploration of new courses and recommendations for changes in offerings and instructional approaches; (d) comparing written questionnaire data with personal interview data; (e) study of the types of counseling services which the 1967 and 1968 graduates feel they received as well as the kinds of services they feel should be increased. Preliminary evaluation indicates that the graduates felt that the counseling services help them in: (a) getting acquainted with high school (54%); (b) selection of courses (84%); (c) development of an educational plan (66%); (d) planning a career (54% (e) discovery of their own ability (54%); and (f) planning for college (70%). In all of these areas, 57-65% of the respondents indicated that they would like even more help in all of these counseling areas. In two other surveyed areas, 90% and 72% respectively indicated that they felt they had received little or no help in relation to assistance with leisure time activities or their own personal problems. Also in relation to these two items, 62% and 57% further assistance was needed.

These results are being further evaluated and compared with data from the previous year. Detailed and comparative analyses call for continued follow-up surveys to gain additional information about post-high school activities and reflective evaluations of program and services.

Name of district or county office: SANTA BARBARA COUNTY SCHOOLS
Address: 4400 Cathedral Oaks Road, Santa Barbara, California 93105
Secondary school enrollment as of March 31, 1969:
Secondary grades maintained: Number of Secondary Schools:

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:: This project was designed to provide a full-time counselor, consultant time, staff in-service sessions, and materials necessary to continue the implementation of a total Los Prietos High School Guidance Program during the 1968-69 school year. The Guidance Program attempted to assess student needs and from this assessment develop techniques and programs that would better meet those needs.

ACTIVITIES: (1) Measured "Entering" and "Graduating" behavior, attitudes, and school achievement. (2) A planned follow-up procedure assisted school staff in determining effectiveness of the school program, and thereby presenting additional evidence for program modification. (3) A continuing study was made of the values in appropriate "Reward Systems," using positive reinforcement to modify behavior. (4) A selected method for rewarding student achievement and desirable behavior was implemented. (5) Developed a camp-school liaison team that conferred with school personnel in and out of camp. (6) Through the testing program identified Dyslexia and perceptual disorders and individual learning modalities. (7) Adjusted curriculum and scheduled flexibly for individual student needs identified. (8) Provided inservice training for teachers. (9) A counseling handbook for teacher-counselors was initiated.

RESULTS: (1) Improved behavior, attitudes, and school achievement. (2) Program modified: A. Individualized program instruction. B. Flexible schedule. C. Contract system. (3) Camp-school liaison team helped establish a Youth Articulation Committee and participated. This further promoted understanding and aided in the adjustment and success of returning boys. (4) 30.7% of enrollment were Dyslectic. (5) Dramatic results on achievement tests in the areas of reading, spelling and math. (6) Ongoing in-service training for teachers prepared them to better meet the individual needs of students. (7) Follow-up data incomplete at this time but will be completed in the 1969-70 school year. (8) Individualized prescriptive learning program has created interest in public schools to look critically at their programs. (9) Ongoing communication workshops for teacher and camp staff promoted better communication, continuity, action, and eliminated duplication of time and effort.

EVALUATION: The project was very successful in terms of the following criteria: (1) The Gillingham-Stillman method of training children with specific reading disability produced very significant results on the Wide Range Achievement Test, Gray Oral Reading Test, French-Orton Association Test, and Self-Concept Tests. (2) Improved articulation with receiving schools. (3) Individuals and agencies visiting and requesting information about what we have achieved and what they can do with Dyslectic students. (4) Teacher, student, camp staff and inter-agency comments. (5) Results obtained by teaching to individual learning modalities identified.

Name of district or county office: Santa Barbara High School District
Address: 720 Santa Barbara Street, Santa Barbara 93105
Secondary school enrollment as of March 31, 1969: 11,252
Secondary grades maintained: 7-12 **Number of Secondary Schools:** 8

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: Addition of two counselors with social work background, credentialed appropriately, to P.P.S. Dept. One worker to be re-assigned to Special Education as a continuum of guidance services for those with severe learning/emotional problems. Both to work as part of a team with the school psychologist serving the particular school to help define respective roles, to work out areas of responsibility, supplement efforts of each other. Basic goal: realistic follow-up of recommendations of 1961 local study, "The Troublesome Ten Per Cent," Elmott et al.

ACTIVITIES: As indicated in the previous report, the scope of the school social worker widens as the role is appreciated. One school, for example, originated the use of the S.W. for articulation between elementary and junior high. Contact was made with homes of incoming seventh graders, to help with orientation, to answer individual questions, and to provide advance information to the school.

Weekly and monthly Mother's Groups were organized for liaison of home-school-neighborhood, one in Spanish for the mono-lingual parent. Helping in the participation was a student from the Graduate School of Social Work at Fresno State, who had been assigned to the S.W. for field work training.

Cases were continued with active assistance, while others were gradually weaned to semi-active, infrequent, or closed status as evident self-adjustment suggested pupils had resolved problems. Work relationships with school psychologists were excellent, and efforts more nearly approached the ideal teamwork that had been visualized.

The second worker re-assigned to Special Education had less success. In trying to define her role, she continued the problems noted in the last report. Because of a technicality in Personnel policy, she was automatically re-hired a second year, although the intention was otherwise. Tensions continued to mount between her and their psychologist and the head of the program. Eventually, she was pulled off all school contacts and was assigned to a Young Mothers' Class. The arrangement of this limited scope was successful for the remaining few months.

RESULTS: Reference to the 1967-68 report provides a statistical compilation of activities of the S.W. as well as of the school psychologist serving the specific school. Similar data are being accumulated this year. The project is helping to provide guide-lines on a finer scale than previously were available. Such information is essential at a time when there is a re-evaluation of services by philosophy (Dunn, Catterall), by financial pressures, and by sociological recommendations of de-centralization.

EVALUATION:
(1) Dual sponsorship of departments on a project is not recommended.
(2) The role of the school S.W. with relation to the school psychologist still is an extremely sensitive relationship and calls for continued study and definition.
(3) The potential for new applications of S.W., while dependent upon the individual, is limited only by the restrictions of school tradition.

Name of district or county office: Santa Clara County Office of Education
Address: 70 West Hedding Street, San Jose, California 95110
Secondary school enrollment as of March 31, 1969:
Secondary grades maintained: **Number of Secondary Schools:**

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

*1.1 Serve as guidance consultant to secondary schools with special emphasis on problems related to multi-cultural relationships.

**2.1 Coordinate and give leadership to activities of three districts preparatory to their functioning as exemplary guidance programs. Serve liaison function between State Pupil Personnel Office and personnel in the three districts.

ACTIVITIES:

1.2 Set up a series of meetings with multi-cultural liaison personnel from fifteen schools in seven districts. Made numerous presentations to faculty, PTA, college classes, and similar groups on the subject of inter-cultural relations. Conducted a study involving 53 white, black, and Mexican-American students in terms of sensitivity of SAAS to self-concept representation. Participated actively in planning and operation of the Career Guidance Institute.

2.2 Each of three districts chose a high school or a junior-senior high school tandem to serve as an exemplary guidance program. In-Service Training programs were started with counselors in each of the districts. NDEA Title V-A projects were written by each district director of guidance and were accepted.

RESULTS:

1.3 Gave the liaison workers a place where they could compare notes, exchange ideas, and by their numbers, produce a force that could be heard by administrators. This group was able to keep serious confrontations to a minimum and the group meetings enabled them to work together more effectively to that end. The study mentioned above demonstrated that there were significant differences between high self-concept and low self-concept people in the SAAS scales involving inter-personal relations.

2.3 Three districts are now ready to start actively gearing up for pilot school status. One junior-senior high school unit has plans for drastically enlarging their career counseling program both in terms of organization and techniques. Over a dozen in-service training meetings were held with this group.

EVALUATION:

1.4 Participation in the meetings increased as the year advanced. A number of districts in the county have asked for help with inter-cultural activities for next year. The study listed above revealed a technique that may prove helpful in self-evaluation of feelings and competencies.

2.4 The people involved are enthusiastic to get started on the project. Even if the funding necessary to carry out the program is not forthcoming, counselors in at least two of the districts plan to carry out some of the activities planned.

* Oscar Donahue -- Secondary guidance coordinator - inter-cultural,
** Stanley Ostrom - Secondary exemplary guidance programs.

Name of district or county office: Santa Clara Unified School District
Address: P. O. Box 397, Santa Clara, California 95052
Secondary school enrollment as of March 31, 1969: 9,738
Secondary grades maintained: 6 Number of Secondary Schools: 10

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

To hire a part-time counseling psychologist to assist high school counselors and school psychologists on difficult and unusual cases.

ACTIVITIES:

Dr. Stewart B. Nixon, Supervising Clinical Psychologist, Santa Clara County Mental Health, was hired on a part-time basis. Some of the specific functions he fulfilled were:

1. Helping counselors and school psychologists in in-service activities.
2. Consulting with counselors and psychologists on specific cases in which students were extremely alienated, with reference both to the school and to the family.
3. Holding conferences both at School and in the home in order to foster better communication between parents and child. Methods used included the use of role playing, psychodrama, family therapy, and behavior modification. The conferences were also used as in-service education in that school psychologists increased their own skills by participating as co-counselors.
4. Meetings were held with all teachers of given students in order to coordinate school and home intervention formats.
5. Sessions were arranged at the District's continuation high school for the showing and discussion of films produced by Dr. Harold Cohen of the Institute of Behavioral Research, Silver Springs, Maryland. These films demonstrated behavior modification strategies for secondary school youngsters.

RESULTS:

1. Counselors and psychologists were better able to perform their high school functioning through improvement of their professional skills.
2. A closer contact was established with the Santa Clara County Mental Health. When it could be seen that a family or students needed more intensive help, they were referred to one of the branch offices of the Short-Doyle Mental Health Program.

EVALUATION:

1. Parents, counselors, and school psychologists reported that these techniques were valuable in understanding and helping students.
2. Parents and teachers reported actual behavior changes in home and school respectivly.
3. Counselors and psychologists feel that the training they received in group techniques was particularly valuable.

Name of district or county office: SANTA MARIA JOINT UNION HIGH SCHOOL DIST.
Address: 619 South Broadway, Santa Maria, California 93454
Secondary school enrollment as of March 31, 1969: 4079
Secondary grades maintained: 9-12 **Number of Secondary Schools:** 4

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

The purpose of this NDEA project was to acquaint all members of the staff with reality therapy and its application to the classroom, and to further train pupil personnel staff members in the use of reality therapy through Guided Intensive Group Involvement. The outcome then would be that counselors would be trained in use of reality therapy and could further work with staff members in helping them have classrooms "without failure."

ACTIVITIES:

Dr. William Glasser presented a one-day institute for all staff members including visiting members of other districts and other professions, i.e., social workers, probation officers, ministers, etc. The morning session was a lecture by Dr. Glasser, the afternoon session being a demonstration using a group of high school students with Dr. Glasser on conducting a large group class involvement session. This was followed by nine Saturday sessions With Dr. Norman Iverson and twenty members of the certificated staff, primarily counselors and administrators, being further trained in Guided Intensive Group Involvement.

RESULTS:

The result of the project was minimum training for pupil personnel staff members in the use of reality therapy. Staff members received actual experience in group involvement with Dr. Iverson and, therefore, can use large group involvement techniques with group counseling as well as direct teachers in classroom experiences which use total group involvement with students.

EVALUATION:

Questionnaires were distributed to all certificated staff members after Dr. Glasser's presentation which indicated that 80% of respondents considered the day to be worthwhile and 86% indicating that future inservice programs similar to this should be conducted. Letters from elementary districts and county offices also indicated "great value" from the day. Questionnaires to the participants of Guided Intensive Group Involvement indicated varied acceptance of this training from unacceptable due to too much personal involvement to very highly successful and most necessary training for a counselor. The overall district evaluation is that this project could be rated as highly successful in the improvement of the counseling and guidance programs in the district.

Name of district or county office: SANTA MONICA UNIFIED SCHOOL DISTRICT
Address: 1723 Fourth Street, Santa Monica, California 90401
Secondary school enrollment as of March 31, 1969: 6,106
Secondary grades maintained: 7-12 Number of Secondary Schools: 5

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: 1. To improve counseling effectiveness and extend counseling service for Spanish-speaking and bilingual students and their parents. 2. To aid in all-around development of these students and to reduce maladjustment and the number of dropouts. 3. To bring to parents a knowledge of opportunities and problems in obtaining a high school education. 4. To explain prerequisites and advantages of additional education at technical and vocational schools and colleges, and to acquaint students and parents with community resources.

ACTIVITIES: 1. Increased individual and group counseling in Spanish. 2. Open-door policy--students may see the counselor any time. 3. Evening visits made to homes and meetings arranged for Spanish-speaking parents. 4. Letters about meetings and activities of students in Spanish. 5. Textbooks and instructional material in Spanish found or created. 6. Tutorial and "Buddy" systems inaugurated. 7. Assemblies held in Spanish, field trips inaugurated. 8. News events printed in Spanish in school newspaper and announcements made in Spanish at assemblies and on the school public address system. 9. Aid rendered to families and students in making applications regarding employment, enrollment, visas, and letters written for them. 10. Program put on for the P.T.A. presenting an hour program of songs and dances of their native lands. 11. McDonnell Douglas Air Space Industries presented assembly in Spanish. 12. Hiring of a Spanish-speaking Mexican Counselor Aide. 13. A soccer team inaugurated this year. Series of games played with teams of other high schools. 14. Field trips taken to Griffith Park Zoo, and several vocational education and career days. 15. Assemblies held in which the Educational Opportunities Program and similar projects were explained by representatives of California State College at Long Beach and Santa Monica City College.

RESULTS: 1. This year again a larger number of these students received diplomas. 2. The number of daily drop-ins has tripled. 3. Spanish-speaking parental phone calls more than doubled. 4. Scholarships to Mexican-Americans doubled. 5. Attendance by Mexican-American parents at evening meetings improving. 6. Students from this group again elected to the A.S.B. Cabinet, Boys' and Girls' Leagues, and House of Representatives. 7. Attitude of the faculty and administrators more flexible. 8. The number of part-time jobs obtained for these youngsters has increased.

EVALUATION: Program is highly successful. In spite of outside pressures to get this group involved in militant protests, Santa Monica High School has not experienced confrontation from these students. Increased participation is unquestionable evidence that they are building positive attitudes toward their educational program, developing in accepted ways, and maladjustment is diminishing. The majority of the graduates now indicate their intention to continue their education or training at a higher institution of learning.

Name of district or county office: Santa Paula Union High School
Address: 404 N. Sixth Street, Santa Paula, California 93060
Secondary school enrollment as of March 31, 1969: 1363
Secondary grades maintained: 9 - 12 **Number of Secondary Schools:** 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

To provide time for vocational counseling and guidance.

ACTIVITIES:

(1) The following vocational guidance activities were conducted in addition to individual counseling: Planning and participation with the Ventura County Industry-Education committee for the Career Planning Center, Placement Day and Job Search Center; maintaining a file of students wanting part-time work, publicizing their needs in the community, referring them to available jobs, and evaluating their success; bringing speakers to classes from industry and vocational schools; making bulletin board displays on occupations; posting employment information on campus bulletin boards; coordinating with the work experience program; assisting classroom teachers with ideas and materials for vocational units; Neighborhood Youth Corps placement and counseling; placement and counseling of senior students in junior college vocational classes; administering vocational tests.

RESULTS:

(1) Vocational counseling and guidance was increased and more emphasized in the total guidance program (See above). Counselor and student contact with community and industrial vocational resources was increased. 217 students attended the Career Planning Center, twelve speakers were brought to the campus, 85 students were helped to get part-time employment (in addition to NYC enrollees), vocational and occupational displays and bulletin boards were prepared and placed outside the Guidance Center.

EVALUATION:

The student response to the vocational activities was good. The counselors feel that still more time is needed for vocational guidance to adequately meet the needs of our students. As more and more community, state and federal vocational programs are initiated, it is necessary that we have time to plan for the involvement of our students in these programs.

Name of district or county office: Selma Unified School District
Address: 3125 Wright Street, Selma, California 93662
Secondary school enrollment as of March 31, 1969: 1080
Secondary grades maintained: 9, 10, 11, 12 Number of Secondary Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

1. To provide an opportunity for hour long guidance and counseling sessions for incoming ninth graders into high school.
2. To help the student and his parents develop a better understanding of the student's aptitudes, abilities and interests in relation to educational as well as career opportunities and requirements.
3. To help the student choose a realistic course of study.
4. To provide additional counseling during school year for individual needs.
5. To orient new students to the district regarding school facilities, policy and help in scheduling.

ACTIVITIES:

1. One hour small group and individual conferences were held with 331 of the incoming ninth grade class.
2. Discussion and review of aptitudes and advice on high school programs for each individual.
3. New students to the district were scheduled and orientation given.
4. Special individual counseling with potential drop-outs.

RESULTS:

1. Three hundred thirty one (331) ninth graders were counseled resulting in a better understanding of school programs.
2. Parents and studants were exposed to a possible four year high school program, which should be re-evaluated with the counselor each year,
3. New students to the district were scheduled into classes and oriented to the school program and activities.
4. This individual attention should not only give added meaning to the curriculum but will avoid some of the adjustments or weaknesses in individual courses of study which otherwise would be experienced.

EVALUATION:

An increased attention to individual plans and potentials has been developed and with encouragement, from parents and the school, students are developing attitudes necessary for maximum achievement. With continued guidance and counseling, the dropout problem should be reduced and pupils made more aware of the help available to the student.

Name of district or county office: Sequoia Union High School District
Address: 480 James Avenue, Redwood City, California 94063
Secondary school enrollment as of March 31, 1969: 12,025
Secondary grades maintained: 9 thru 12 **Number of Secondary Schools:** 7

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: The follow-up portion of PROJECT SEARCH, a five-year study, was completed during 1967-68. The study was undertaken to improve vocational counseling services by a systematic follow-up of high school dropouts and graduates. The sixth year was undertaken to compile and synthesize information obtained from four high schools in three high school districts. The participating districts were: Sequoia Union High School District, Redwood City, California; Fremont Union High School District, Sunnyvale, California; and Fremont Unified School District, Fremont, California.

ACTIVITIES: During 1968-69 there were two major activities to be completed by an assigned full-time counselor:

1. To take data obtained over the past five years on graduates from the three high school districts and synthesize and interpret this data into a final composite report to derive implications for guidance and counseling and curriculum.
2. To produce a guide or model for follow-up procedures, including methodology and data processing procedures.

A data processing information systems company was contacted to produce the materials for both phases of the project.

RESULTS: Two publications were produced for State-wide distribution to interested school districts:

1. Final Report on a Five-year Follow-up of four high schools from three California school districts: 1963 to 1968.
2. Handbook of Methods, Materials, and Data Processing Procedures to Use in Conducting High School Follow-up. The Handbook includes detailed computerized input and output data, cost breakdown, and detailed instructions on methods and procedures to be used in a one to five year follow-up of high school graduates.

EVALUATION: 1. Information synthesized from the five-year follow-up study in individual schools and districts has permitted counselors to better relate individual student's needs to educational planning and vocational opportunities.

2. The combined information obtained from graduates of four different high schools in three different districts has clarified and verified results from past years'follow-up in individual schools regarding needed innovations in counseling and guidance and curriculum.

3. The Handbook of Methods, Materials, and Data Processing Procedures to Use in conducting High School Follow-up, will help eliminate duplication of follow-up efforts throughout California; it will simplify follow-up procedures; due to uniform input and output, it will permit comparative analysis of results of the high schools throughout California who use the Handbook.

Name of district or county office: SHANDON JOINT UNIFIED SCHOOL DISTRICT
Address: Shandon, California 93461
Secondary school enrollment as of March 31, 1969: 65
Secondary grades maintained: 9-12 Number of Secondary Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: The purpose of the project was to establish a guidance and counseling program for Shandon High School which would:
Provide counseling for students and parents.
Provide assistance to teachers.
Assist students in making wise choices in educational and vocational planning.
Provide information on vocational and training opportunities beyond high school.

ACTIVITIES: A guidance counselor was employed to work one day per week in the high school. (4 days per week are spent in the elementary schools)
The counselor has:
Counseled with students about their educational and vocational plans.
Provided personal counseling.
Assisted teachers in identifying and handling problems.
Coordinated testing program and interpreted same.
Assisted students with college admissions and scholarship applications.
Established a reference library of vocational and educational information for student use.
Coordinated consultant services of County Office of Education for further assistance.
Participated in workshops related to guidance.

RESULTS: Counseling and guidance services were provided for the first time on a regular basis. Most members of the graduating class who had not already done so, were able to establish some vocational or educational goal early in the year. About half have made application to colleges. The sophomore class took aptitude tests and interest inventories which were interpreted to the individual students and their parents in terms of educational and vocational planning. Parents participated 100%. The number of self referrals has increased over the year with students and parents seeking information or requesting assistance with personal problems.

EVALUATION: The basis for a continuing guidance and counseling program was established as a result of this first year effort. Parents, staff, faculty and students have come to better understand the role of guidance services. Although full acceptance has not been realized, overall use of the services has increased through the year and positive reactions have been received in most cases. The experiences and successes of this year will make the next years even more meaningful and insure acceptance of counseling and guidance as a needed and desirable part of the total school program.

Name of district or county office: SHASTA UNION HIGH SCHOOL DISTRICT
Address: 725 Cypress Avenue, Redding, California 96001
Secondary school enrollment as of March 31, 1969: 4,181
Secondary grades maintained: 9 - 12 **Number of Secondary Schools:** 5

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

The 1968-69 NDEA Title V-A Guidance Project provided for expansion of objectives to include seventh and eighth grade services which are reported separately. The secondary phase of Title V included:

1. Expanded involvement of administrators, elementary and high school, with parents, teachers, and students;
2. Improvement of articulation program;
3. Continuation of secondary follow-up study;
4. Continue evaluation of follow-up study.

ACTIVITIES:

1. Meetings with elementary and secondary administrators and parent group meetings.
2. Articulation meetings held in all elementary schools of district.
3. Follow-up study continued to include 1968 graduating class and second contact with 1966 class.
4. Continuation of data summation for study and evaluation.

RESULTS:

1. Increased cooperation between elementary districts and high school district resulting in Cooperative Mathematics Improvement Project and the evaluation of inter-school mathematics, science, and language programs.
2. Improvement in communications enhanced all articulation activities including curriculum, special education, cooperative instruction, advanced placement and guidance.
3. Questionnaires from 1968 graduating class added to information for follow-up study.
4. Reports based upon second class involved in follow-up study under process.

EVALUATION:

1. Direct contacts and group meetings indicate improved cooperation between elementary districts and high school districts; and an increase in participation in planning educational goals by parents and students.
2. More frequent meetings with elementary staffs in the elementary schools significantly improved awareness of elementary staffs of high school program.
3. Follow-up study evaluation reports in process of preparation for dissemination, second phase.
4. Early perusals of follow-up study data indicate changing views of student populations. The need for improved and expanded counseling most widespread single comment made.

Name of district or county office: Simi Valley Unified School District
Address: 1725 Deodora Street, Simi, California 93065
Secondary school enrollment as of March 31, 1969: 6,808
Secondary grades maintained: 7 - 12 **Number of Secondary Schools:** 5

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: This district's NDEA Guidance Project at the secondary level involved two separate but related components: (1) A summer counseling project to provide intensive counseling services to potential school drop-outs in grades 7 through 12 and(2)the development of"ancillary guidance aides" at the secondary level to provide supportive service designed to increase the counselor's effectiveness working within the existing counselor/counselee ratio.

ACTIVITIES:

1. Development of the role of the Ancillary Guidance Worker through the following activities:
   a. Careful selection of potential guidance aides
   b. Training and preparation of selected candidates
   c. Field testing of the feasibility of this new guidance position during the summer component
   d. Implementation during the regular school year at the high school level
2. Intensive counseling of potential drop-outs in grades 7 through 12 as identified by empirically derived criteria with emphasis in the following areas:
   a. Improvement of their self concept
   b. Changed or improved parental attitude towards children and school
   c. Feedback of pertinent information to regular classroom teachers

RESULTS:

1. Approximately 600 students in grades 7 through 12 were counseled individually and in groups during the five weeks operation of the Summer Drop-out Prevention component.
2. Direct feedback to regular classroom teachers of the information obtained during the summer counseling project involving the students identified as potential drop-outs.
3. A more effective utilization of counselor time through the inereased clerical and paraprofessional assistance providedby the Ancillary Guidance Aides.

EVALUATION:

1. Counselors reported good results from intensive work with alienated students.
2. Conferences with parents proved to be less fruitful than the work with students.
3. Data on students developed during summer project found to be extremely useful to subsequent classroom teachers.
4. District-wide institutionalization of the Ancillary Guidance Aide concept seems likely based on the effectiveness of their services as demonstrated in the two major components of the project.

Name of district or county office: Siskiyou Union High School District
Address: P. O. Box 418, Mt. Shasta, California 96067
Secondary school enrollment as of March 31, 1969: 1190
Secondary grades maintained: 9-12 **Number of Secondary Schools:** 6

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: The general purpose of the project is to maintain the position of Director of Guidance and his secretary. The Director's main purpose was to achieve a coordinated guidance effort in the six high schools. A specific purpose was to continue experimentation with the "Educational Planning Device" as described on Page 8 of An Administrative Guide for Evaluation of Selected Aspects of a High School Guidance Program .

ACTIVITIES: Director of Guidance performed the following functions:

1. Coordinated efforts in the program for the use of the "Educational Planning Device."
2. Met regularly with principals and counselors of the district to discuss guidance problems and to find ways to create increased faculty participation in guidance.
3. Administered the district test program. Interpreted test results to faculties and students.
4. Served as consultant to superintendent on guidance problems.
5. Issued bulletins to counselors and administrators on current guidance problems or suggestions for future plans.
6. Visited each school regularly or at special request to assist local counselor or principal on guidance matters.
7. Improved occupational libraries. Began compilation of a two week course of study the second semester of 1969 entitled, "Preparation for Employment," to be offered to all Grade 10 students.
8. Routed printed materials on guidance and counseling through the district.
9. Guidance Secretary spent approximately one-half of her time doing clerical and secretarial duties relating to guidance office.

RESULTS: The second year in the use of the "Educational Planning Device" resulted in some changes and improvements of the form which were suggested by the faculty. This device tends to involve faculty participation in guidance functions. Test results and cumulative folders are being used more consistently by faculty members. The total impact of the guidance effort is being felt throughout the district although to a lesser degree where no credentialed counselor is available. Follow-up studies still indicate more students attend the local junior college than they had previously indicated on the planning device.

EVALUATION: The principals of the district acted as an evaluation committee. The concensus is favorable and indicates over-all progress in the district. The booklet, "Preparation for Employment," which will be more fully utilized next year, fills a practical need for students preparing to enter the immediate work field. Although Project Director, Robert B. Manley, was forced to retire in March 1969 because of poor health, the guidance program continued to function smoothly due to excellent planning and cooperation of faculties and administrative staff.

Name of district or county office: SONOMA COUNTY SCHOOLS
Address: Room 111E, 2555 Mendocino Avenue, Santa Rosa, California 95401
Secondary school enrollment as of March 31, 1969:
Secondary grades maintained: Number of Secondary Schools:

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: 1. GUIDANCE ASSOCIATION SEMINARS

To help counselors become aware of the implications of other disciplines for guidance practices. Through a series of seminars, the following presentations were made to counselors, educators, and agency personnel within Sonoma County:

The Contribution Sociology Has Made to the Guidance Movement - Dr. Thomas Gaddis, Portland State College, Portland, Oregon;

Anthropology and the Implications It Has for Guidance - Dr. Ashley Montagu, Anthropologist, Princeton, New Jersey;

Semantics and the Implications It Has for Guidance - Dr. William H. Pemberton, Consulting Psychologist, Mill Valley, California;

Alienation of Youth - Dr. David Schwartz, Chief, Mental Health Unit, Hillcrest Hospital, San Mateo, California.

ACTIVITIES: The format for the seminars was as follows:

1) A formal presentation by the speaker for 1½ hours, describing the approach and making comments about its applicability to the school setting.

2) A question-and-answer period where participants talked about the implications of the specific discipline for their activities.

RESULTS: Counselors and other participants were very enthusiastic about the presentations. Participants included representatives from the Sonoma County Social Service and Mental Health Services departments, the California State Departments of Employment and Vocational Rehabilitation, Sonoma County schools, and private technical schools in the area.

EVALUATION: A series of seminars is difficult to evaluate subjectively; however, the enthusiasm of the participants and the high level of participation by professional workers in the community, ranging from 60-80 for each four-hour period, demonstrate the commitment that counselors are willing to make and that counselors are committed to improving their practices through professional growth.

2. GUIDANCE WORKSHOP

PURPOSE: To help counselors become more aware of newer methodology, with emphasis upon the implications of Transactional Analysis (Games People Play) for guidance practices. Presentations were made by the following professionals: Dr. Melvin L. Hayne, Clinical Psychologist and Mr. Martin H. Gerber, M.S.W., Sonoma County Mental Health Hygiene Clinic.

ACTIVITIES: The workshop was held in an overnight setting where counselors had the opportunity to become actively involved in Transactional Analysis. The format was a brief, formal presentation of the theory and the practice of the principles of Transactional Analysis in small groups.

RESULTS: Since the workshop, favorable communication has indicated that a number of counselors are applying T-A techniques in working in both individual and group situations. They feel that the techniques are applicable and that pupils readily pick up the concepts.

EVALUATION: In terms of the purpose of the workshop (to facilitate change in guidance methods used by counselors) the workshop was successful, as counselors were stimulated to effect changes in their practice through applying T-A techniques in their counseling activities.

Name of district or county office: Sonora Union High School
Address: 430 N. Washington, Sonora, California, 95370
Secondary school enrollment as of March 31, 1969: 1,046
Secondary grades maintained: 9-12 **Number of Secondary Schools:** 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

1. To provide counseling time for incoming freshmen and upperclassmen new to the district during August 1968.

2. To provide additional counseling time during the regular school day; thus, the counseling load would be smaller and intensive use of the GATB testing instrument could be used with non-college bound seniors.

ACTIVITIES:

1. The NDEA Title V-A funds paid one-half of the salaries for 1½ counselors during August 1968.

2. Additional counseling time was given to vocational and occupational areas with every senior. The GATB test was used along with the Form DD Kuder Occupational Interest Survey. Each senior received time with his counselor to make assessments of his interest areas in relationship to abilities and aptitudes.

3. The college and scholarship counselor had more time to spend with juniors and seniors on the selection of colleges and application for scholarships.

RESULTS:

1. The August counseling time allowed new students to the district and incoming freshmen to inspect their school progress and plan future courses in depth. Incoming freshmen with special problems were identified earlier and thus referred to the School Psychologist with a minimum loss of time.

2. Many returning upperclass students were given time to review their past records and make detailed plans for the future.

3. The Form DD Kuder Occupational Interest Survey was used in the American Problems classes. Each senior could compare his interests with his aptitudes. Seventy-five seniors were also given the GATB test.

EVALUATION:

Students are now receiving more time with counselors than ever before. This has primarily helped to avoid discipline problems which could have developed into serious consequences. The summer counseling has helped to avoid schedule changes after school begins with a minimum loss of educational time. The Kuder and GATB instruments have helped to stimulate earlier vocational planning. We next will consider giving these at the junior level. Students will then have more crystallized ideas of their future plans as seniors and will not feel that they have wasted time.

Name of district or county office: Southern Kern Unified School District

Address: P.O. Drawer CC, Rosamond, Ca 93560

Secondary school enrollment as of March 31, 1969: 501

Secondary grades maintained: 7-12 **Number of Secondary Schools:** 2

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: To provide guidance service to all students in need of identifying self and accepting self as a contributing member of our society.

ACTIVITIES: (1) Comprehensive testing program (2) Teacher-counselor conferences to emphasis use of test results (3) maintenance of student records (4) parent-student-teacher-counselor conferences (5) referrals (6) student scheduling (7) correlation of work-study programs (8) Dissemination of occupational and educational information.

RESULTS: Student records were kept up-to-date. Anecdotal records were recorded where appropriate. Senior students were given preference for career planning during school time and voluntary testing, and conferences where available after school hours for the General Aptitude Test Battery. 500% more of our graduates have received major college acceptances than last year. 200% more of our graduates have been interviewed and scheduled for the local junior college than last year.

Teachers,7 - 12, are much more aware of the abilities and aptitudes of the individual student in the classroom.

Students, 7 - 12, identified by inappropriate classroom behavior were counseled, follow-up studies were made, in an effort that they change their own behavior in order to fulfill their own realistic and long-range goal as a contributing member of society.

EVALUATION: While a half-time counselor for 501 students is not an ideal situation this **low assessment** district can document real gains in its educational program as a direct result of the above guidance activities.

Name of district or county office: STANISLAUS COUNTY SCHOOLS OFFICE
Address: P. O. Box 1697, Modesto, California 95354
Secondary school enrollment as of March 31, 1969: 15,648
Secondary grades maintained: 9-12 Number of Secondary Schools: 10

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

1. The purpose of this project is to assist in the funding of Project VIEW in Stanislaus County.
2. It is a further purpose of this project to demonstrate to other counties and school districts the opportunities afforded by a county-wide Career Information Service.
3. Finally, it is a purpose of this project to provide an evaluation of the effectiveness of VIEW as a system for bringing occupational information to students at reasonable cost.

ACTIVITIES:

A technical writer collects information about jobs in the San Joaquin Valley and in other areas of Northern California. This information is checked for accuracy and completeness and is written into a format utilizing a four-page script, and illustration. The information is stored on microfilm aperture cards and assembled into "decks" that are used in the secondary schools. Materials about occupations may be retrieved from the decks and either read or read and printed out, using equipment provided by the project. During this year, 1968-69, approximately 200 new descriptions were generated and are now in the growing VIEW deck in each secondary school.

The production of the Stanislaus VIEW project is exchanged with other VIEW centers in California to increase the effectiveness of all centers at the earliest possible convenience. During the 1968-69 school year nearly 350 visitors were shown the VIEW system.

RESULTS:

Thirteen copies of a 16mm color, sound film describing VIEW have been produced utilizing funds outside the project funding and these films have been widely circulated throughout the United States and shown to many hundreds of audiences during the year. During the year, the Stanislaus VIEW Center has assisted four new centers into operation. Written inquiries are received and answered almost daily. Arrangements have been completed to extend VIEW to Sacramento County for a new center to serve a thirteen-county area.

EVALUATION:

The four-phase evaluation of 1967-68 has been updated for 1968-69. The User's Report and the Counselor-Administrator Report both show good gains over the 1967-68 evaluation of the use of VIEW in the secondary schools. Information is still being received to complete the Quality Control Report.

Name of district or county office: Stockton City Unified School District
Address: 701 North Madison Street, Stockton, California 95202
Secondary school enrollment as of March 31, 1969: 13,279
Secondary grades maintained: 7 - 12   Number of Secondary Schools: 8

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: The purpose of our project was to provide preschool counseling service in the junior and senior secondary schools of our district. This involved conferences with new students and their parents, testing, and reviewing of cumulative records.

ACTIVITIES: There is a high turnover of students in our district. Annually, hundreds of students who are programmed in the spring fail to appear in the fall. In their place come equally large numbers of new students whom the school has never seen. Without counselors available to meet with these students and their parents to discuss their special needs and problems all these students would appear in the opening days of the fall term.

RESULTS: The presence of the counselors has smoothed the opening of school. There have been fewer program changes. The administration has become further convinced of the necessity for all counselors to be present before school opens.

EVALUATION: The orientation of new students to the school has been improved. There has been time to work on the cases of students with special problems. The great bulk of the students have been ready to go on the opening day of classes. This has meant less loss of instructional time.

Name of district or county office: Summerville Union High School
Address: P.O. Box 968 - Tuolumne, California 95379
Secondary school enrollment as of March 31, 1969: 343
Secondary grades maintained: 9-12 **Number of Secondary Schools:** One

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: It was the goal of this project to enroll and create a four-year program with the active participation of both parents in the planning and programming. Further, the project was designed to continue exploration of interests and aptitudes of the students throughout the year with a view towards engineering more realistic educational and life goals culminating in a more definitive selection of high school program offerings.

ACTIVITIES: Preliminary signups of all known incoming students were completed in April and May. The four weeks of August were devoted to programming and high school orientation with one or both parents participating. Appointments were made during July by phone and mornings, afternoons or evenings were scheduled for the convenience of the parents.

RESULTS: Participation by families was nearly 100 per cent and from such meetings a better understanding seems to have resulted, particularly as it has defined educational goals and the high school's offerings to accomplish the ends sought.

EVALUATION: Seemingly, the project was successful. Follow-up conferences during the school year with the summer counselors indicate a better than normal appreciation of goals, indicating a more realistic knowledge of vocational and school requirements. It is the Counselor's belief that parents, student and counselor have better communication as a result of this year-long effort.

Name of district or county office: Sutter Union High School District
Address: P. O. Box 498, Sutter, California 95982
Secondary school enrollment as of March 31, 1969: 346
Secondary grades maintained: 9-12 **Number of Secondary Schools:** 346

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

1. To provide full-time counseling services to the students of Sutter High.
2. To promote the adjustment of the individual student to such phases of the school program as will contribute to his general education.
3. To bring about improved cooperation between the school and home.
4. To consult with the administrative officers and faculty on ways and means of adopting the program, teaching practices and activities of the school to the group and individual needs of the students.
5. To encourage students to enter into the spirit of the school's program and activities.

ACTIVITIES:

1. To have a full-time counselor on campus.
2. To promote individual counseling and guidance sessions with students and interested parents.
3. To provide counseling and guidance services to all students and parents as needed to meet individual needs.
4. To administer and analyze the testing program for the high school.
5. To provide the mechanics of articulation between elementary and secondary schools.
6. To coordinate school guidance and placement programs with the State Department of Employment Guidance Program.

RESULTS:

All activities listed above were improved by the project. Some of the more direct results included students setting realistic academic and occupational goals.

EVALUATION:

The counselor and administration felt that the students benefited from the project. The activities were effective. Self-understanding and realistic goals resulted.

Name of district or county office: TAFT UNION HIGH SCHOOL
Address: 7th and San Emidio Streets, Taft, California 93268
Secondary school enrollment as of March 31, 1969: 1270
Secondary grades maintained: 9-12 Number of Secondary Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

1. Improve student-parent relationship and improve student's school achievement.
2. Provide summer counseling.
3. Complete follow-up study of Class of 1961.

ACTIVITIES:

1. One counselor was employed for a two week period during the summer.
2. Evening conferences were scheduled for students and their parents.
3. Follow-up study of the Class of 1961 was completed.

RESULTS:

1. During the summer conflicts in scheduling were resolved, and a list of names of students requiring special attention was made for each counselor for his use in the Fall.
2. Approximately 70 evening conferences were held during the year.
3. The results of the follow-up were distributed to all staff members and the Board of Education.

EVALUATION:

1. Evening conferences were evaluated by questionnaires distributed to teachers of students who participated in evening conferences. The random sample represented 25% of the classes taken by these students.

   Seventy-two percent of the teachers of these students reported that the quality of work in the classroom had improved. Concentration and attention had also improved according to 70% of the teachers. Eighty percent of the teachers reported that general classroom behavior had improved.
2. While summer counseling did not result in fewer program changes, the counselors felt that the summer counseling was beneficial. It provided them with a great deal of information about the needs of their students and problems that could be worked out before the start of school.
3. From information gathered from the follow-up study changes are being planned in some areas of the curriculum.

Name of district or county office: TAMALPAIS UNION HIGH SCHOOL DISTRICT
Address: Larkspur, California 94939
Secondary school enrollment as of March 31, 1969: 5,829
Secondary grades maintained: 9-12 Number of Secondary Schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

1. To insure a more rapid and efficient dissemination of information on college admissions procedures to students.
2. To initiate group counseling sessions after school hours for students with similar interests or problems.
3. To expand, update and generally make more effective the vocational guidance program.

ACTIVITIES:

1. Approximately 70 cassette recordings were made by different college admissions officers containing detailed information about their institutions. An ongoing college admissions program was presented to seniors and juniors. Inservice activities were held for counseling staff. A five meeting college admissions workshop was held for parents.
2. Group counseling sessions were organized after school hours for interested students.
3. Vocational library brought up to date and cataloged. All vocational information more efficiently disseminated to counselors, teachers and students. Subject matter teachers were involved in vocational guidance activities where appropriate.

RESULTS:

1. Considerably more college information available for all concerned and specifically tailored to meet local needs - accurate, up-to-date and available.
2. There has been a very active interest on the part of students in participating in after school counseling groups.
3. Vocational library material -- up-to-date, pertinent and available to all concerned. Staff members more concerned with and involved in vocational guidance activities.

EVALUATION:

1. College programs generally well received as evidenced by attendance. Colleges themselves have expressed interest in our college information program. Students have stated that listening to Admissions Officers' tapes "is much more interesting and to the point than plowing through a catalog." Probably the best indicators of the success of the program are the parent and student comments regarding it and the requests for its continuance and expansion.
2. Attitudes toward school in general, as expressed by students involved in group counseling, have improved.
3. Content and availability of vocational materials along with small group sessions haveresulted in an increased demand for individual counseling centered on vocations.

Name of district or county office: Tomales Joint Union High School District
Address: P. O. Box B, Tomales, California 94971
Secondary school enrollment as of March 31, 1969: 201
Secondary grades maintained: 9-12 Number of Secondary Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: To assist each student to acquire the necessary knowledge and skills within his range of ability. Aid the student in developing effective interpersonal attitudes for adjustment into contemporary society and to provide environmental educational experiences that will lessen the potential learning problems. In addition, to provide vocational guidance with emphasis on the terminal student.

Activities: Individual counseling sessions for referred and self-referred pupils. (Carried out by scheduled conferences on daily and weekly basis. Results of progress reviewed with appropriate faculty members, parents and pupils). Referral of pupils for further study and for placement in special programs or services. (Carried out by referrals for psychological services or other available agencies.) In addition, in some cases, independent study assigned to those students with special needs.

Results: Closer coordination among faculty, parents and students. Scheduling on individual pupil basis now possible. Academically and behaviorally the results have been positive.

Evaluation: The project was very successful, considering that this was the first year of operation. The effectiveness was determined by frequent response of pupils, faculty members, and parents that are now aware of the advantages in counseling on a continued basis. Special testing (Reading and Algebra) and placement as result of testing. Analysis of improved staff and community awareness.

Name of district or county office: Tracy Joint Union High School
Address: 315 East 11th Street, Tracy, California 95376
Secondary school enrollment as of March 31, 1969: 1,731
Secondary grades maintained: 9-12 **Number of Secondary Schools:** 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: The major purpose of the project was to expand the counseling services to the individual student. In order to effectively reach this major objective the counseling staff initiated specific activities within the counseling center.

ACTIVITIES: The thrust to improve the counseling program was contained in the three major activities of increased clerical assistance, improved use of data processing, and more efficient utilization of the counseling staff. In order to facilitate the office operation the district employed a classified person to serve as a combination registrar-office manager. This individual's prime job was to improve the efficiency of the office staff in order to remove many of the clerical duties from the counselors'scope of operation. The increased clerical efficiency in turn resulted in a more effective utilization of the data processing system. At the present time test information, grade point averages-overall and state college-attendance patterns and other dataare updated each grading period. This data in available form has reduced the clerical duties of the individual counselor a great deal. The improved clerical activities combined with the more effective utilization of data processing to provide current data to the individual counselorhave made it possible for the department to enter a phase of self-evaluation and program evaluation. Of special concern to the counseling staff is the problem of maximum utilization of available time to perform the traditional duties and to expand into other areas to provide avenues of communication bearing directly on the instructional program.

RESULTS: The current clerical staff is double the number of four years ago although the student body has increased by approximately twelve percent over a comparable period. The counseling staff is spending more time in small group counseling this year than they have at any other time over the preceding four years. As a result of a decrease in clerical activities on the part of the counselors, the number of individual counseling sessions has increased and the counseling staff contends the quality of the individual session has improved. The counseling staff is able to spend more time in individual and small group meetings with the teaching staff and is able to provide the staff with more current and reliable data.

EVALUATION: The counselors appear to be quite satisfied with the improved clerical situation. The project has been rated as very successful by the counselors. Each year more of the staff revise their judgment of the counseling program and the counseling staff, which is indicative of the performance of the overall guidance center in becoming an important part of the educational environment.

Name of district or county office: TRAVIS UNIFIED SCHOOL DISTRICT
Address: DE RONDE DRIVE, TRAVIS AIR FORCE BASE, CALIFORNIA 94535
Secondary school enrollment as of March 31, 1969: 695
Secondary grades maintained: 9,10,11,12 **Number of Secondary Schools:** 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: Conduct parent-student-counselor conferences for all incoming new students. To provide a more thorough orientation to the school and its programs, intelligence testing for placement purposes, identification of problem areas, and individual educational and vocational planning. Conferences were also held for returning students and programs changed when time permitted, along with resolution of conflicts in student programs.

ACTIVITIES: The following activities were conducted in accomplishing the purpose of the project.

1. Parent-student-counselor conferences
2. Intelligence testing
3. Program planning
4. Schedule of classes
5. Program changing and resolution of course conflicts
6. Vocational planning
7. Evaluation of unit deficiencies and graduation requirements

RESULTS: The opening day of school commenced with no serious complications. With few exceptions the student body had complete class programs and were present in classes.

EVALUATION: The results of this project have been evaluated through observation of the Guidance Committee. Immediate observable results are exhibited on the opening of the new school term. It has been our feeling that this project has been very successful for the past two years and many problems have been avoided as a result of it.

Name of district or county office: Tulare Union High School District
Address: 700 E. Kern St., Tulare, California 93274
Secondary school enrollment as of March 31, 1969: 2,647
Secondary grades maintained: 9-12 Number of Secondary Schools: 3

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

To update the quality of vocational counseling through a series of planned visits by our counselors to selected industrial and business operations.

ACTIVITIES:

Tulare Union High School District counselors visited eight selected industries and businesses, observed operations and interviewed management personnel.

RESULTS:

Counselors had an opportunity to learn at the job site what local employers expect at the entry level in terms of skills and attitudes.

EVALUATION:

This is an effective method of broadening a counselor's general background of vocational information as well as updating his specific knowledge of local employment opportunities.

The improvement in public relations between the school and the business community is an added bonus.

Name of district or county office: TULARE COUNTY SCHOOLS
Address: 202 County Civic Center, Visalia, California 93277
Secondary school enrollment as of March 31, 1969:
Secondary grades maintained: Number of Secondary Schools:

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

The purpose was similar to the 1967-68 project, to provide consulting service to elementary and secondary schools in Tulare County that are considering new or augmented programs with guidance personnel. The project continued to conduct in-service guidance workshops for administrators, teachers, and counselors in the schools, and to conduct in-service meetings with related professional groups.

Activities: A professionally trained guidance person continued to meet routinely with personnel of high school districts, and of the elementary schools sending children to the specific school. Roughly 12 such in-service meetings were held. The personnel involved in the meetings included administrators, teachers, counselors and psychologists, and welfare and attendance workers.

Results: It is believed that there has been an increased sensitivity on the part of teachers, counselors, and administrators, to the broad objectives of the total guidance program, and that articulation of guidance facilities between elementary and secondary personnel has been enhanced.

Evaluation: Assessment through informal interviews with secondary school administrators and teachers indicated formulation and initiation of additional and new guidance practices in approximately 15% of the secondary school districts.

Name of district or county office: UKIAH UNIFIED SCHOOL DISTRICT
Address: School & Henry Streets, Ukiah, California 95482
Secondary school enrollment as of March 31, 1969: 1,750
Secondary grades maintained: 9-12 Number of Secondary Schools: 2

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: (Potter Valley High School Project)

As a vocational guidance director my primary goal is to realize the limitations these students have due to their geographical location and attempt to assist students in identifying a vocational field that is commensurate with their individual ability.

ACTIVITIES:

Potter Valley High School Guidance program may be somewhat unique due to a small student body and community which allows for a very close personal contact of the vocational guidance director with the students and their families. This gives the director a tremendous advantage in counseling the student through a knowledge of the student's background, potential and desires. The director of vocational guidance has familiarized vocationally oriented students to career opportunities through counseling situations where the counselor has been able to use his work experience and knowledge of career opportunities as a basis for acquainting the student with a vocational choice.

Vocationally oriented students have been encouraged to continue their education through several visitations by students and director of guidance to local junior colleges and their vocational programs offered. The director of guidance has also arranged to take a large percentage of the Senior class to various industries and small businesses located within the general area to orient the students to job opportunities available through a junior college vocational program.

RESULTS:

Immediate results can be observed through the high percentage of Seniors that graduate from Potter Valley and pursue a vocational career in a local junior college or recommended trade school.

EVALUATION:

Through a definite guidance program tremendous progress has been made in readying a large number of students for vocational training in pursuit of career opportunities.

Name of district or county office: Ventura Unified School District
Address: 120 E. Santa Clara St., Ventura, Calif., 93001
Secondary school enrollment as of March 31, 1969: 7,514
Secondary grades maintained: 7 - 12 **Number of Secondary Schools:** 6

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: The primary purpose of the summer counseling program was to include those services and functions which are designed to adapt the school program to the needs of the student and to assist each student in arriving at a better understanding of himself and his capabilities.

ACTIVITIES: Provided counselor time in summer to program and orient new students. Assisted junior and senior high school students and their parents in program selection compatible with the students' interests, aptitudes, and abilities.

Provided summer counseling for junior and senior high school students and parents.

Provided counselors with necessary time to acquaint themselves with incoming seventh grade students and provided for more effective placement in classes.

Held parent - student conferences concerning students in the following areas --educationally handicapped, educable mentally retarded, physically handicapped, and mentally gifted minors.

Held individual conferences with the more capable students enrolled in Advanced English and U. S. History in eighth grade. Parents also participated in these conferences.

Made visits to homes of parents of educationally handicapped children to explain the program.

Counselors visited homes of gifted pupils when parents were unaware of students' potential. These parents lacked financial means to send students to college and the counselor provided parents and guardians with lists of sources of financial assistance.

Programmed new students at the close of school and two weeks before opening of school.

Finalized program changes made necessary by master program alterations in time for final computer registers.

Counseled students who failed courses in the spring semester and programmed and scheduled the more capable students during three weeks following individual student conferences.

RESULTS: The schools were able to serve families new to Ventura when they first appeared at the high schools. Previously parents and students had to wait for an interview and registration.

The opening of school was much less congested than in previous years.

The counselors were able to effect routine program changes brought to attention by regular students previously registered.

The summer counselors were able to make all contacts regarding necessary program changes as a result of D's and F's in summer school.

Final computer registration was 99% accurate largely due to the summer counseling time at the high schools.

EVALUATION: The total effect of the summer program was extremely favorable, and it is the recommendation that summer counseling be considered standard operational procedure.

A personal data form and evaluation sheet of the conferences were taken home. 99% of the evaluation forms indicated favorable responses concerning summer counseling.

The program has been so successful the district should consider continuing the program as a regular guidance function.

Name of district or county office: Wasco Union High School District
Address: P.O. Box 250, Wasco, California 93280
Secondary school enrollment as of March 31, 1969: 916
Secondary grades maintained: 9-12 **Number of Secondary Schools:** 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

The purpose of this project was to provide additional counseling hours to improve the counselor-student ratio.

ACTIVITIES:

1. General counseling of girls in grades 9 and 10.
2. Assisting with the school testing program.
3. Evening counseling of Freshmen and their parents during February.

RESULTS:

1. An overall reduction in counselor-student ratio from 1:457 to 1:392 was effected.
2. Improved supervision and administration of testing resulted.

EVALUATION

The effectiveness of the overall counseling and testing program has been enhanced due primarily to the reduced counselor-student ratio.

Name of district or county office: Washington Union High School
Address: 6041 South Elm Avenue, Fresno, California 93706
Secondary school enrollment as of March 31, 1969: 1190
Secondary grades maintained: 9-12 **Number of Secondary Schools:** 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE: The primary purpose of the project was simply to reduce the number of high school dropouts. Secondary purposes were to improve attitudes toward school attendance and to get more participation of parents in adult school.

ACTIVITIES:

1. Contacted all students who did not re-enter school in the fall.
2. Made a follow-up on all transfers when transcripts and/or cumulative folders were not requested.
3. Worked with and attempted to coordinate other public and private agencies and their services.
4. Made home calls to do individual counseling with parents and students who we considered as potential dropouts.
5. Helped locate part-time employment for those wishing to drop out because of financial reasons.
6. Made termination interviews.

RESULTS: It is unfortunate that the narrative report is required before final tabulation of results is available for the current year. Statistics will not be completed until after school starts in the fall of 1969-70. Following is a comparison between 1964-65, 1965-66, 1966-67 and 1967-68 dropout percentages:

	1964-65	1965-66	1966-67	1967-78
9th grade	10.7%	9.6%	9.5%	6.5%
10th grade	8.8%	8.6%	5.6%	6.7%
11th grade	14.2%	6.2%	8.0%	10.9%
12th grade	12.6%	7.8%	3.7%	8.4%
TOTAL	46.3%	32.2%	26.8%	32.5%

(1964-65 was before the "Field Counselor Project")

EVALUATION: The contacting of students who do not voluntarily return to school in the fall is a great help as most will enter with a little encouragement. Follow-up of transferring students when transcripts are not requested shows that more than half of these students actually did enter school. Out-of-state schools are unusually lax in this area. Repeat dropouts, marriages and/or pregancies are still the most difficult areas in which to deal. Great time and effort have been spent in these areas; but, as yet, we claim little or no success. We often feel that our overall dropout prevention program would be better if we did not allow the "repeaters" to return to school. Our 1967-68 dropout totals show a 5.7% increase over the previous year. We feel that this is explained and unfortunately expected because of the compulsory attendance law to age 18. Many of those students who did not drop out the previous two years because of age requirements finally became 18 and left school. We are now feeling that forcing students to remain in school until age 18 is causing great frustration to some. Their attendance is atrocious, their achievement is still extremely low and the time they consume of the school personnel is highly disproportionate to their accomplishments and advancement.

Name of district or county office: Westwood Unified School District
Address: Fourth & Greenwood Streets, Westwood, Lassen County, CA. 96137
Secondary school enrollment as of March 31, 1969: 161
Secondary grades maintained: 9-12 Number of Secondary Schools: One

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

ACTIVITIES:

1. Extensive testing has been carried out by the secondary school counselor at both the elementary and the secondary school this past year in academic achievement, vocational aptitude and interest surveys, and in ability testing.
2. Services have been provided for students on both college and non-college bound tracks through on-the-job training in work experience stations, and the planning and carrying out successfully of programs of counselors from visiting colleges and universities at Westwood High School. Testing has been done for students interested in college entrance examinations and follow-up guidance based upon observations and testing results.
3. Our innovation, the provision of an "Exploratory Work Experience" program in governmental agencies in Susanville, has been carried out quite successfully. We have placed selected students (6% of our high school enrollment) based on a sound guidance program, in work experience stations this past school year.

RESULTS:

1. We have been able to provide both the State Department of Employment counselor and college counselors with information concerning the status of students in terms of needs, interests, and abilities.
2. We have been able to provide students with a better estimate of their potentialities and some insights into their present levels of achievement in terms of occupations, college entrance backgrounds, and needs for high school curriculum offerings.
3. Our "Exploratory Work Experience" program has proved to be highly successful from both the standpoint of student on-the-job experiences and from the view of work station supervisors. Supervisors believe this is a realistic transition from the theory presented in the school to the world-of-work.

EVALUATION:

In looking critically at the activities for which the guidance program was organized we feel that greater success could have been achieved by emphasizing these procedures:

1. An opportunity should have been made to allow the counselors from colleges and the State Department of Employment to preview tests conducted at the local level.
2. More emphasis should have been placed on potentialities and achievement of students at lower elementary school levels prior to high school entrance. Some of this was accomplished in the area of reading abilities.
3. More opportunities should have been given for the secondary school counselor to work with Work Experience supervisors in aiding students at these work stations.

Name of district or county office: WHITTIER UNION HIGH SCHOOL DISTRICT
Address: 10800 BENAVON STREET, WHITTIER, CALIFORNIA 90606
Secondary school enrollment as of March 31, 1969: 14,391
Secondary grades maintained: 9-12 **Number of Secondary Schools:** 8

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

1. TO IDENTIFY INCOMING NINTH GRADE STUDENTS WHO HAVE POTENTIAL FOR WHOSE PAST ACADEMIC ACHIEVEMENT AND/OR LEADERSHIP HAVE NOT MATCHED THEIR POTENTIAL.
2. TO IMPROVE COUNSELING SERVICES TO STUDENTS OF ACADEMIC POTENTIAL WHOSE ENVIRONMENTAL AND/OR SOCIO-ECONOMIC CONDITIONS MIGHT NOT PLACE SUFFICIENT EMPHASES ON EDUCATION.
3. TO STRENGTHEN SCHOOL-HOME-COMMUNITY INVOLVEMENT IN THE EDUCATIONAL PROCESS OF THE SELECTED INDIVIDUALS.
4. TO ENCOURAGE MORE ACTIVE PARTICIPATION IN THE SCHOOL'S CO-CURRICULAR PROGRAM.
5. TO ASSESS PROGRESS AND DEVELOPMENT OF FORMER NDEA PROJECT STUDENTS WHO ARE CURRENTLY ENROLLED IN HIGH SCHOOL.
6. TO EVALUATE COUNSELING SERVICES THROUGH A FOLLOW-UP STUDY OF NDEA GRADUATES.

ACTIVITIES:

1. IDENTIFIED 97 INCOMING NINTH GRADE STUDENTS DURING SUMMER WORK PERIOD; CONFERENCE HELD WITH EACH STUDENT AND HIS PARENTS.
2. MADE PROGRAM CHANGES ON 24% TO EFFECT MORE CHALLENGING COURSES.
3. ADMINISTERED ITED TO ALL STUDENTS.
4. EVENING COUNSELING SESSIONS WERE HELD WITH STUDENTS AND PARENTS THROUGHOUT THE YEAR IN AREAS OF EDUCATIONAL, VOCATIONAL, AND PERSONAL COUNSELING.
5. HELD FOLLOW-UP CONFERENCES WITH PRIOR NDEA PROJECT STUDENTS IN GRADES 10, 11 AND 12.
6. COMPLETED A FOLLOW-UP STUDY ON 1968 NDEA GRADUATES.

RESULTS:

1. SMOOTHER TRANSITION TO HIGH SCHOOL APPEARS TO HAVE BEEN MADE.
2. INCREASED INTEREST AND PARTICIPATION IN SCHOOL ACTIVITIES AS EVIDENCED BY AN 87% PARTICIPATION IN SOME FORM OF THE ACTIVITY PROGRAM.
3. STUDENTS APPEARED TO BENEFIT FROM CHANGE IN PROGRAM.
4. GREATER RAPPORT AND INVOLVEMENT OF PARENTS THROUGH EVENING COUNSELING.
5. FOCUSED ATTENTION OF STUDENTS ON EDUCATIONAL AND VOCATIONAL GOALS.
6. INVOLVED FORMER NDEA STUDENTS IN EVALUATION OF COUNSELING SERVICES THROUGH GRADUATE FOLLOW-UP STUDY.

EVALUATION:

1. DUE TO LIMITED FUNDING, ONLY EVENING COUNSELING COULD BE SCHEDULED, THUS REDUCING THE OVERALL EFFECTIVENESS OF THE PROPOSED PROJECT. DESPITE THIS, HOWEVER, IT IS FELT THAT THE PROGRESS OF MOST PROJECT STUDENTS WAS ENHANCED AS A RESULT OF THE ADDITIONAL COUNSELING RECEIVED.
2. THE FOLLOW-UP CONFERENCES WITH FORMER NDEA PROJECT STUDENTS AND THEIR PARENTS HAVE LED TO MORE APPROPRIATE COURSE SELECTIONS IN TERMS OF VOCATIONAL AND EDUCATIONAL GOALS.
3. THE FOLLOW-UP STUDY SHOWED: (A) A NEED FOR MORE VOCATIONAL COUNSELING. THIS NEED HAS SINCE BEEN MET BY THE ASSIGNMENT OF A FULL TIME VOCATIONAL COUNSELOR ON EACH CAMPUS. (B) A DESIRE BY THE STUDENTS FOR MORE INVOLVEMENT IN SUCH AREAS AS CURRICULUM DEVELOPMENT AND STUDENT GROOMING. (C) THE GUIDANCE PROGRAM WAS MOST EFFECTIVE IN THE AREAS OF EDUCATIONAL AND PERSONAL GUIDANCE.

Name of district or county office: Williams Unified School District
Address: P.O. Box 7, Williams, California 95987
Secondary school enrollment as of March 31, 1969:
Secondary grades maintained: 7-12 Number of Secondary Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

1. To initiate a program to provide a pupil personnel coordinator from grades K to 12.

2. To institute a testing program from K to 12 which will have as its objective the identification of special needs and the interpretation of the resulting test data.

3. To establish, through contact with parents, a closer working relationship between the home and the school.

ACTIVITIES

1. Coordination of the K to 12 school guidance system.

2. Direction of the state mandatory and local testing program and reporting of ability and achievement tests.

3. Establishment of vocational guidance material in the high school library.

4. A guidance handbook stating goals and objectives was established.

RESULTS

1. Articulation between the K-6 elementary school and the 8-12 Junior and Senior High School has been better established.

2. Improvement of vocational education program by working with surrounding colleges on continuity of vocational educational programs and by increasing our program in the fields of business and shop.

3. Use of Data processing for scheduling, reporting of grades, testing services and other data collection has been implemented.

4. A followup study of the 1965-67 graduating classes was completed.

5. District statement of guidance and philosophy and procedures was formulated and adopted.

EVALUATION

1. The project has enabled our school district to develop a guidance program from K to 12.

2. Use of testing results has been emphasized.

3. Student response to the program, both in Junior and Senior High School has been favorable.

Name of district or county office: Willows Unified School District
Address: Post Office Box 771, Willows, California
Secondary school enrollment as of March 31, 1969: 583
Secondary grades maintained: 9-12 **Number of Secondary Schools:** 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

The purpose of the project was to conduct parent-student-counselor conferences with all incoming 8th grade students, all 11th grade students and as many in grades 9 and 10 as time would permit. The purpose of the 8th grade conferences was to provide orientation to high school and to plan realistic programs in light of available test data and other pertinent information. A further purpose was to provide additional regular counseling time and additional clerical assistance.

ACTIVITIES:

1. The SRA, High School Placement Test, was administered to 148 8th grade students. The test scores (achievement and ability) were consolidated and rank ordered lists prepared.

2. Each of the feeder schools was visited and each 8th grader was given a letter to take home explaining the program. The student-parent-counselor conferences were scheduled by the respective 8th grade teachers.

3. A high school guidance handbook was prepared during the summer. A copy was given to each 8th grader in advance of the scheduled parent-student-counselor conference. Guidance bulletins, with late changes, were prepared and distributed to all incoming 8th grade students in the spring of 1969.

4. Conferences with the 11th grade students and their parents were arranged through the U. S. History classes in a similar manner.

5. A total of some 320 conferences were held with about 98 per cent participating parents of entering 9th graders (150) and the 1969 seniors (170). A good proportion of the conferences were held afternoons, evenings, and on Saturdays so that one or both parents could conveniently be present.

RESULTS:

The additional counseling time has made the above activities possible and served to enhance our overall program. In all instances the system of student-parent-counselor conferences has been most satisfying to all concerned.

EVALUATION:

A review of studies and surveys, including the questionnaire, indicate better informed parents and better adjusted students. There was a significant drop in the number of program changes. More 12th graders who start in September are graduating in June.

Many favorable comments were received from parents and students as to the helpfulness, completeness and adequateness of the newly developed guidance handbook and series of bulletins.

Name of district or county office: Woodlake Union High School
Address: 400 West Whitney, Woodlake, California 93286
Secondary school enrollment as of March 31, 1969: 510
Secondary grades maintained: 9-12 **Number of Secondary Schools:** 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

1. The guidance director will continue to administer and supervise the complete counseling programs, and shall be relieved for two periods per day for this purpose.
2. To continue to provide a clerk for a 12 month period for the Counseling office to relieve Counselors of record keeping, scheduling conferences, and maintaining students files and to help with the summer counseling program.
3. To continue our present program with more emphasis being placed on the improvement of our more immediate objectives.

ACTIVITIES:

1. Guidance Director was relieved of all teaching duties so that he could devote full time to the supervision and administration of the complete counseling program.
2. Our program now allows for a full time clerk (12 months).
3. We pursued our efforts to improve our immediate objectives.

RESULTS:

1. Our Guidance Director working full time was able to stabilize our program further.
2. With a full time clerk (12 Months) we were able to finish things up from the preceding year and prepare for the coming year.
3. We had a senior night with parents. We met in staff meetings to discuss problems we were having with students. We had group counseling sessions with parents to discuss problems with students. We made future plans for surveys to graduates to find how we might better serve our students in counseling.

EVALUATION:

We felt our director of guidance was pleased in his new role. We felt with his full time supervision that our program was more coordinated. He was able to be more of a help to his counselors and students. We were quite pleased with our full time clerk for much of our work for this year was ready to go when school started. This was the smoothest beginning of school we have ever had. Our senior parents were quite pleased to discuss and learn the future of their offspring. We were able to relate many things that were open to their students in regard to college and vocational training. We had many sessions with our teachers and it was felt that we had been an aid to them regarding some of their students. We have a good start in preparation for a survey of ex-students to find what things they felt might improve our services to students here at Woodlake High School.

Name of district or county office: Yreka Union High School
Address: P.O. Box 309 Yreka, California 96097
Secondary school enrollment as of March 31, 1969: 883
Secondary grades maintained: 9-12 **Number of Secondary Schools:** 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

1. Continue to provide competent, non-certificated, full-time personnel in the Guidance Office.
2. To continue to provide out-of-district consultants to assist with the in-service professional growth of the staff of the Guidance Office and the rest of the certificated staff.
3. To improve evaluation and guidance of the incoming ninth grade.
4. To improve the record keeping within the department, with an emphasis on interview and parent contact records.

ACTIVITIES:

1. The Guidance secretary continues to perform many clerical tasks and assists in registering, scheduling, recording transcripts, sending for materials, and processing scholarship applications.
2. Three out-of-district consultants came to the school and spent a full day with the administration, Faculty, and this year there was more emphasis on consultants who could work with students. They also spoke at luncheon or breakfast groups, and a good many people in the community have been attending the open presentations to students or Faculty.
3. The National Educational Development Test was given to all available eighth graders who will come to our school next fall. These test results have proven very valuable in pre-registration and should make a great contribution for teachers' and parents' understanding of these students next fall before our regular test results would be returned.
4. Microphones, jacks, wire, and a recorder have been ordered, to be coordinated with our IBM dictating machine.

RESULTS:

1. The counselors continue to be freed from excessive clerical detail.
2. The educational and vocational guidance materials center continues to be expanded and shows much more use by the students. The secretary makes a significant contribution to this growth.
3. Tentative schedules were confirmed in the light of the tests given to the incoming ninth grade.
4. The dictating materials have been delayed, so will not be installed until the coming summer, but great improvements are expected.

EVALUATION:

1. Faculty reaction to the consultants was favorable. Student reaction to the consultants was enthusiastic, and the increased interest by the townspeople has been encouraging.
2. While it is too early to completely determine the effect of the pre-registration tests on incoming Freshmen's adjustment to high school, it has proved invaluable in discussing programs with parents and students. It has been especially well-received by the Elementary teachers, as it has relieved them of making so many firm recommendations. It will be continued next fall at District expense.
3. The continued availability of competent non-certificated full-time help is essential if this department is to continue to function.

Name of district or county office: Yuba City Unified School District
Address: 243 Colusa Avenue, Yuba City, California 95991
Secondary school enrollment as of March 31, 1969: 2178
Secondary grades maintained: 4 Number of Secondary Schools: 1

NARRATIVE REPORT OF 1968-69 PROJECTS UNDER TITLE V-A, NDEA - Secondary

PURPOSE:

The purposes of this project were to provide for further extension of total guidance services in the following areas: (1) the provision of a specific group guidance curriculum, (2) the development of a follow-up study technique for gathering data relating to former students, and (3) the development of effective programs of counseling assistance with significant adults.

ACTIVITIES:

Additional counseling time was secured to allow for expanding the group guidance program. The group guidance program developed along three lines: (1) All freshmen students were met in small groups (ten to fifteen students) by a counselor for orientation-centered activities. (2) A significant portion of the sophomore class was involved in identity counseling in small groups. Counseling meetings with these groups were conducted one hour per week for ten weeks. (3) Special interest, or concern groups, were formed based on feelings expressed in individual counseling sessions.

A data retrieval system was established for more effective follow-up study of former students.

Two major efforts were made to provide counseling assistance to significant adults. Extensive counselor efforts were made in assisting teachers in their relations with students. Counselors were asked by the staff to conduct in-service training programs for teachers. A series of staff meetings was conducted by counselors for the purpose of developing more adequate curriculum and methods of working with educationally handicapped students. Finally, efforts were intensified to involve parents in the course selection process with incoming freshmen.

RESULTS:

Additional counseling time was secured. The group guidance programs were developed and put into practice and later modified. A follow-up study system was developed and placed in use. Counselors were utilized extensively in assistance to teachers. Teachers' requests for conferences with counselors increased. Counselors conducted in-service training meetings for teachers. Counselors met with many parents of new freshmen in the programing procedure.

EVALUATION:

The group guidance program was evaluated by two major means: student attitude questionnaires and counselor subjective evaluation. Evaluation results were as follows: The freshman orientation program produced overwhelmingly favorable response from both students and counselors. The sophomore program was viewed as only partially successful and was altered considerably in favor of the specific concern type group. The latter received strong support from both participants and counselors.

The follow-up study procedure was most helpful in development of statistics for the Level B Accreditation Report written at this school this year.

The counseling efforts with staff were evaluated by the various academic department responses to counseling services as written in the Level B Accreditation Report. All responses were favorable, some showing marked improvement over previous departmental attitudes toward counseling.

Notes on Indexes

The two indexes which follow are designed to serve as cross-references in order to facilitate use of the reports contained in this bulletin. Index A shows the major emphases of each project in terms of specific categories of guidance services. Index B shows the page numbers of the district and county office reports which include similar kinds of activities. Projects are grouped by level: adult, elementary, junior college, and secondary.

INDEX A

Projects have been classified according to the following categories:

A. Curriculum development
B. Evaluation of Guidance Programs
C. Follow-up studies
D. Work with dropouts or potential dropouts
E. Group guidance --- large, information giving
F. Group counseling --- small, multiple or special group
G. Career guidance --- vocational planning
H. Community resources
I. Inservice training --- counseling staff
J. Inservice training --- teachers and/or administrators
K. Counseling with underachievers
L. Counseling with disadvantaged
M. Counseling with gifted
N. Cumulative records
O. Conferences with parents --- regular school year
P. Conferences with parents --- summer or after hours
Q. Educational placement
R. Vocational placement
S. Consultation with teachers
T. Parent education

Districts and county offices have been identified by page numbers and may be listed under more than one level.

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